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A DEMONSTRATION OF THE USE OF SIMULATION IN THE TRAINING OF SCHOOL ADMINISTRATORS.

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IN THE SPRING OF 1967, THE NEW YORK CITY BOARD OF EDUCATION INITIATED AN INTERNSHIP TRAINING PROGRAM FOR PROSPECTIVE PRINCIPALS. A TEAM OF CONSULTANTS FROM THE CITY UNIVERSITY OF NEW YORK DEVELOPED A PLAN FOR USING MODERN SIMULATION TECHNIQUES TO PROVIDE PRACTICE IN ADMINISTRATIVE DECISIONMAKING AND PROBLEM-SOLVING AND FOR INCORPORATING THESE TECHNIQUES INTO THE PROGRAM. THE PLAN THAT WAS DEVELOPED CONSISTED OF THE FOLLOWING ELEMENTS--(1) DESIGNING A LOW-COST SCHOOL SIMULATION EMPLOYING PROBLEMS OF SCHOOL-COMMUNITY INTERACTION DERIVED FROM INCIDENTS ACTUALLY OCCURRING IN NEW YORK CITY SCHOOLS, (2) CONDUCTING AN EXERCISE TO DEMONSTRATE THE UTILITY OF THE SIMULATION FOR TRAINING, AND (3) UTILIZING THE EXPERIENCE THUS OBTAINED TO RECOMMEND IMPROVEMENTS IN THE SIMULATION. THE DEMONSTRATION EXERCISE WAS CONDUCTED WITH THE FIRST CLASS OF TRAINEES ACTING AS PARTICIPANTS. ANALYSES OF THE BEHAVIOR OF THE PARTICIPANTS IN THE EXERCISES AND OF THEIR RESPONSES TO A QUESTIONNAIRE SUGGEST THAT THE SIMULATION WAS AN EFFECTIVE INSTRUMENT FOR IMPROVING ADMINISTRATIVE DECISIONMAKING AND PROBLEM-SOLVING SKILLS. (HW)

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A DEMONSTRATION OF THE USE OF SIMULATION IN THE TRAINING OF SCHOOL ADMINISTRATORS

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ABSTRACT

In the Spring of 1967, the New York City Board of Education initiated an internship training program for prospective principals. A team of consultants from The City University of New York was asked to develop a plan for using modern simulation techniques to provide practice in administrative decision-making and problem-solving and for incorporating these techniques into the program.

The plan that was finally developed consisted of the following elements:

1. Design a low-cost school simulation employing problems of school-community interaction derived from incidents that actually occurred in New York City schools;
2. Conduct an exercise to demonstrate the utility of the simulation for training;
3. Utilize the experience thus obtained to recommend improvements in the simulation.

The demonstration exercise was conducted with the first class of trainees acting as participants. Analyses of the behavior of the participants in the exercises and of their responses to a questionnaire suggest that the simulation was an effective instrument for improving administrative decision-making and problem-solving skills.

This is a report of the design of the simulation and the conduct of the demonstration exercise. Procedures for utilizing simulation for training in the ongoing internship program as well as in pre-service academic programs are discussed.

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Chapter I

INTRODUCTION

In the Spring of 1967, the New York City Board of Education initiated "Operation Leadership," an internship program for prospective principals who had had several years of experience in school administration and were awaiting assignments. As originally conceived, the program was to have consisted of two activities: a series of seminars on subjects of current importance to supervisors in the New York City school system, conducted by educators, social scientists, and practicing administrators; and a part-time apprenticeship, in which each intern worked directly with a host principal.

But, as plans for the program developed, Dr. Theodore H. Lang, the Deputy of Superintendent for Personnel, and Mr. Carl B. Erdberg, the Director of the Operation Leadership program, recognized that the executive and administrative capabilities of the interns could be further enhanced by incorporating in the program some method of improving their decision-making and problem-solving skills. A team of consultants from The City University of New York was asked to consider the feasibility of various training methods for achieving this objective. This team suggested that modern simulation techniques be employed.

During the past fifteen years there has been a steady and continuous increase in the use of simulation for education and training. However, in spite of the resultant accumulation of knowledge, effective utilization of simulation still remains an art, requiring expert analysis of the objectives of each new training problem and adaptation of knowledge derived from previous experience to the unique requirements and constraints of that problem. The present problem seemed to have two aspects: to design a simulation that would be effective in developing the decision-making and problem-solving skills of school administrators enrolled in the internship program; and to ensure that the simulation could be integrated with, and complement, the other activities of the program.

The Director of the Internship Program met with a team of consultants from The City University of New York to plan an attack on this problem. It was decided that the University team would design a demonstration simulation and conduct a series of simulation training exercises with the participation of the first class of interns. The demonstration would then be used as the basis for further developmental decisions.

Because of the short time available to implement this plan, the following limited objectives were formulated:

1. to design a prototype simulation using techniques which could be implemented within the space, time, personnel and cost constraints inherent in the projected ongoing internship program;

2. to conduct an exercise to demonstrate how simulation could be used to provide practice in decision-making and problem-solving;

3. to utilize the experience gained to modify and adapt the prototype simulation to the ongoing program.

This document is an account of the design and implementation of the simulation demonstration.

Chapter II

REVIEW OF THE USE OF SIMULATION FOR TRAINING

In the introductory chapter, it was stated that although knowledge about how to employ simulation techniques for education and training is constantly growing, at the present time effective utilization of these techniques usually depends upon the transfer and adaptation of previously acquired first-hand experience to the unique requirements and constraints of each particular problem. In this chapter we will try to provide the reader with some of this experience vicariously by reviewing and summarizing the findings of a selected number of representative training simulation studies. In the next chapter, we will indicate how we identified the training objectives of the internship simulation and describe how we adapted the findings of previous studies to these objectives in order to formulate a design strategy for the simulation demonstration.

Simulation is a technique for studying complex, real-life phenomena under controlled conditions. The technique consists of designing a representative model of the phenomena of interest, manipulating various aspects of the model according to some plan, and assessing the outcome. It is expected that the knowledge gained by working with the model in this way will be applicable to the real life phenomena from which it was derived.

The model may take many different forms--a mathematical equation, a computer program, a physical object--and may be used in several different ways depending upon the purpose of the designer. For example, the aeronautical engineer might use a wind tunnel to test a new aircraft design. A small physical model is used to represent the projected airplane and the wind tunnel represents the environment in which the airplane will operate. The engineer seeks information about the interaction between the complex set of variables that went into the design of the airplane and the complex set of variables in the environment.

An example of the use of simulation for research in human problem-solving is provided by Newell and Simon.[1] These investigators observed how people actually solved problems and then designed a computer program that was a model of the observed behavior in that it went about solving problems the same way as the humans did. They believed that by designing and operating such a model they could learn about the human problem-solving process.

The following examples illustrate the use of simulation for education and training purposes. We are all familiar with the aircraft simulator used for training pilots. These devices are known as dynamic flight simulators. Adams,[2] who has had extensive experience with dynamic flight simulators, summarizes their utility for training as follows:

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[1] Newell, A. and Simon, H.A. "Computer simulation of human thinking." Science, 1961, 134, 2011-2017.

[2] Adams, Jack A. "Some considerations in the design and use of flight simulators." In Guetzkow, H. (ed.) Simulation in Social Science: Readings. Englewood Cliffs, N. J.: Prentice-Hall, 1962.

> "The use of simulators for training to cope with situations which are impossible to establish in the air is not always fully appreciated. Certain aircraft emergencies are the best illustration of this class of problems . . . Certain emergencies may occur only once in a pilot's flying career, but when they occur the pilot must act with accuracy and speed if he is to complete the mission or, indeed, survive. A flight simulator appears to be one of the best ways to provide repeated and safe practice in these critical emergency procedures.
>
> "A dynamic flight simulator is very valuable in familiarizing a pilot with the operating procedures and characteristics of an aircraft to which he is newly assigned. . . Without a flight simulator the pilot transitioning to such an . . . aircraft must rely on classroom lectures and cockpit familiarization in a parked aircraft to acquire knowledge for his first solo flight. . . Simulator training can reduce a pilot's trial and error responses on his initial flights and can minimize hazards that might arise from self-generated exploratory behavior aimed toward acquiring adequate response modes.
>
> "Another problem is that aspects of a pilot's prior flying experience can transfer negatively to a new aircraft. There are numerous recorded accidents where negative transfer was the basis of death-producing errors. Intellectualizing a negative transfer problem in the classroom possibly may reduce errors, but most learning psychologists probably would agree that a flight simulator permitting actual practice of the new response to highly similar stimuli would be most effective in extinguishing the old inappropriate response and establishing the new."

The dynamic flight simulator illustrates three important ways in which simulation is used for training: to provide practice in critical emergency and other dangerous situations that occur infrequently in real life; to provide an opportunity to test previously acquired knowledge and skills; and to develop new modes of responding to new situations.

An example of the use of simulation to train a large complex organization, is provided by the Rand Corporation's Air Defense Experiments (Chapman, et al.)[3] and the Air Defense Command System Training Program conducted by the System Development Corporation (Goodwin).[4] Chapman and his colleagues give us a clear statement as to the rationale underlying the use of simulation for training teams:

> "Exploiting the ability of men in organizations to learn requires, of course, understanding organizational adaptation. It

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[3] Chapman, R.L., Kennedy, J.L., Newell, A., and Biel, W.C. "The Systems Research Laboratory's air defense experiments." Management Science, 1959, 5, 250-269.

[4] Goodwin, W.R. "The System Development Corporation and system training." American Psychologist, 1958, 12, 524-528.

> was in an attempt to derive knowledge of that phenomenon that (we) studied an air defense direction center. . .
>
> "But to study the adaptation process in a real-life organization is very difficult. A direction center under actual attack, for example, is hardly the time and place for research.
>
> "So, we tried to get as close an approximation to full-scale, real-life organizational behavior as we could in the laboratory. To do so, we had to simulate the environments. To get behavior worth studying, we tried to make the simulated environments genuine enough for the crew to respond to them as if they were real.
>
> "In order to facilitate learning, we fed back performance results in an immediate report that was pertinent, objective, and accurate."

Simulations have also been used to teach political science (Guetzkow)[5] and management skills (Cohen, et al).[6] In describing the design and use of the Carnegie Tech management game, Cohen says:

> "Business games, in general, consist of two parts--external environment and internal decisions. The games have usually been built around some given market in which the players making up the several teams are competing. The teams or firms generally are required to make such decisions as setting price, determining output, etc. The environment which is normally programmed on an electronic computer, contains the various functions, such as the demand curve, which determined the outcome for each firm of the decisions made. The firms usually receive some form of income statement and balance sheet, and the outcome of their decisions can be traced in the ebb and flow of the accounts on the financial statement.
>
> "The environment is designed to simulate, at least to some degree, the real world. The decisions that must be made by the members of the firms are modeled on the types of decisions actually made in business firms. The level of the decision varies, but most games concentrate on decisions at a high executive level. The development of the computer has stimulated the growth of business games by making it possible to devise environments which are faithful simulations of segments of the economy. As the simulation of the environment becomes more realistic, so also can the decisions that must be made come closer to the decisions of an actual business firm."

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[5] Guetzkow, H. "A use of simulation in the study of inter-nation relations." Behavioral Science, 1959, 4, 183-191.

[6] Cohen, K.J., Cyert, R.M., Dill, W.R., Kuehn, A.A., Miller, M.A., Van Wormer, T.A., and Winters, P.R. "The Carnegie Tech Management Game." The Journal of Business, 1960, 33, 303-321.

The foregoing two examples indicate how simulation is useful for training personnel in large organizations: it enables the trainer to present complex environmental inputs realistically, under controlled conditions; it enables the trainer to provide knowledge of results pertaining to both individual and team responses.

In the area of educational administration, by far the most extensive use of simulation was in a project conducted jointly by researchers from the Educational Testing Service and Columbia University (Hemphill, Griffiths, and Frederiksen).[7] In this study, an elementary school, the school district, and the community in which it was located were simulated and standard administrative situations were constructed in which administrative behavior could be elicited, observed, and recorded. (This well known study, which was entitled, "Development of Criteria of Success in School Administration," is commonly referred to as the DCS Study.) The main focus of the study was an attempt to relate the performance of actual principals in the simulated school situations with their scores on standardized test of personality, cognition, etc.

Although the DCS simulation was originally designed primarily to gather information which would be useful in selecting school administrators, it has subsequently been extensively used for education and training. Weinberger[8] conducted a survey of how 125 professors at 90 colleges and universities have used the DCS simulation. The results showed agreement on the following points:

1. Student involvement is high, creating excellent motivation for learning theories of administration and for discussion sessions on solutions to problems. Discussions are highly rated by both professors and students. In general, group activities are more appreciated than are individual activities.

2. The simulated situations are well suited to role-playing, which is another method of student involvement in solving real problems under control.

3. Since there are no preknown or absolutely correct solutions, each student must structure the data, which he selects from the detail available, in his own way. But although this freedom is possible, student error is controlled and does not harm anyone.

4. Self-evaluation by students of their performance as administrators is encouraged, often by comparison with responses of the other participants.

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[7] Hemphill, John K., Griffiths, D.E., and Frederiksen, N. Administrative Performance and Personality. New York: Bureau of Publications, Teachers College, Columbia University, 1962.

[8] Weinberger, Morris V. "The use of simulation in the teaching of school administration." Doctoral dissertation, Teachers College, Columbia University, 1965.

5. The ego-involvement, motivation, self-evaluation, and comparisons of responses with alternate solutions has both an introspective and a broadening effect upon the participants.

6. An opportunity is provided to test theory by applying its insights to the solution of realistic problems.

7. . . . problem-solving sessions promote skills in situational analysis and decision-making, especially by showing the many constraints which operate in real situations.

The studies reviewed above are representative of the ways simulation has been used for education and training. They were selected to give the reader an appreciation of the variety of situations to which simulation is applicable and the kinds of skills and areas of knowledge which may be enhanced by the use of simulation methods. Let us summarize some of these points:

1. A training simulation is a representation of a complex real life environment. Inputs or stimuli from the simulated environment and knowledge of results of performance provided to the learner are both under the control of the trainer.

2. Simulated environments are useful for training or education when the referrant situation is either stressful, dangerous, or costly as a training medium, or when critical events in real life occur so infrequently as to provide insufficient practice.

3. The kind of real life situations that are usually presented in simulations are "emergent" rather than algorithmic (Boguslaw).[9] This means that there are either no rules for responding to the situation or that the rules are not precise or exhaustive. They are expressed as general principles requiring interpretation and selective application.

   Decision-making and problem-solving skills are primarily, but not exclusively, required to respond adequately in these kinds of situations. This is because they usually involve discovering the significance of stimuli, understanding the meaning of events, and applying relevant principles and theory.

4. The simulation may be used to train interactions between a man and a machine, or among a number of people, or some combination of these.

5. The major advantages of simulation as an educational or training technique lies in the fact that it allows the trainer to present realistically complex situations in which the decision-making and problem-solving skills and responses being learned are meaningful and relevant. In addition, without exception, simulations produce considerable involvement and motivation on the part of the participants; a condition considered necessary for learning to occur.

6. Group discussion of simulation behavior is an extremely effective contributor to learning.

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[9] Boguslaw, Robert. The New Utopians. Englewood Cliffs, N. J.: Prentice-Hall, 1965.

Chapter III

DESIGNING THE SIMULATION

In the last chapter we reviewed several studies in which simulation was employed for education or training and summarized the simulation principles and techniques relevant to intern training. In this chapter we will trace the design process for the simulation demonstration by first indicating how we identified training objectives and then describing how we adapted the findings of previous studies to our current objectives.

Identifying Training Objectives

It was to be expected that the interns would have extensive knowledge about, and experience with, school administration in the New York City system. However, because the system is continually changing under the impact of expanding goals, modified social conditions, and improved technology, we assumed that information which was formerly sufficient would be supplanted by new knowledge. Novel approaches would be needed to solve old problems and a flexible approach to new problems would be a necessity. Dr. Donovan, the New York City Superintendent of Schools, recently called for an intentional program of innovation, of trying out new ideas and methods, as a way of adapting the New York City educational system to its changing mission.[10]

The school principal is a key figure in guiding the process of adaptive innovation in the schools. His effectiveness in performing this function can be enhanced by training which leads to improvement in his problem-solving and decision-making skills. However, in order to ensure maximum transfer to real-life, the training must present situations wherein the trainee can apply his administrative knowledge and experience, test the relevance of administrative theories and principles, and try out novel approaches. These situations should be complex and ambiguous so that, as in real life, they require the trainee to sort out the important facts from the confusion of events surrounding him and identify the essence of a problem as it arises.

Most previous research in problem-solving and most training programs designed to increase problem-solving skills have used what Getzels[11] calls "presented problems." These are problems in which the learner is given the problem to be solved. However, one of the most important skills an administrator must develop in order to be effective is to be able to recognize when a problem exists and to be able to identify it correctly. Once this has been done, the solution often is self-evident. When more than one course of action is feasible he has the additional task of evaluating the consequences of each alternative.

These considerations led us to formulate the following objectives for the training simulation:

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[10] New York Times, May 25, 1967, 34:1

[11] Getzels, J.W. "Creative thinking, problem-solving and instruction." In Hilgard, C.R. (ed.) Theories of Learning and Instruction. Sixty-third Yearbook of the National Society for the Study of Education, Part 1. Chicago: University of Chicago Press, 1964.

1. To learn and practice using efficient diagnostic techniques. These include defining a problem tentatively and progressively "zeroing-in" on a more precise definition; focusing initially on problem clarification through the acquisition of relevant information; planning a search strategy for using available channels and sources of information.

2. To learn and practice identifying and evaluating alternative actions. This includes considering the significant factors which bear upon a situation; considering the consequence of alternative actions; considering whether the available alternatives enhance or restrict the degrees of freedom of action available to the decision-maker.

These were considered to be long-term training objectives for the ongoing internship program. However, we accepted the fact that it was not realistic to expect to be able to demonstrate behavioral changes toward these objectives during the course of one or two demonstration exercises. We considered it sufficient, therefore, to be able to demonstrate how simulation techniques could be used to attain these objectives. Accordingly, we devised a set of design principles for producing a demonstration simulation that would achieve the training objectives and yet be within the anticipated cost constraints. In the remainder of this chapter we will describe how these principles were applied in developing the following aspects of the simulation: the generation of the simulated environment; the method of providing feedback to the learner; the utilization of background information; the collection and organization of critical incident data; and the design of a scenario.

The Environmental Model

When simulation is used for training, a model of the referent environment is constructed. The value of simulation practice to the learner, that is, the rate at which he learns transferable knowledge and skills, depends on the amount of detail in the simulated environmental model and how closely it corresponds with those aspects of the real life environment that are relevant to the learning objectives.

As in real life, the simulated environment and the learner interact with each other. He is "embedded" in the simulated environment; it provides him with input stimuli and reacts to his behavior. For example, in training pilots, the dynamic flight simulator is the embedding environment. The pilot is informed about how the "airplane" is "flying" by reading the various instruments in the simulated cockpit; he uses his controls to effect the performance of the airplane. The results of his control behavior are registered on the instruments as feedback. In the Carnegie Tech management game, the embedding environment consisted of a trading market represented by various economic functions, such as a supply and demand curve, which determine the outcome of the decisions made by the players. Thus, for example, if several of the game participants decide to sell a large quantity of goods at the same time, the price of these goods will go down at a rate determined by the built-in functions.

In many instances, there is insufficient scientific knowledge about how the real life environment operates and how it would respond to various actions of the learner. This is commonly the case when human behavior is an important ingredient in determining environmental response. These kinds of environments are characterized by a considerable degree of uncertainty.

In simulating an uncertain environment, a panel of experts is commonly used as the embedding environment. The panel inputs stimuli and responds to the learner's actions in accordance with a predetermined general response strategy rather than using a set of specific rules. This mode of operation introduces the required degree of uncertainty and flexibility in the simulated environment. This technique is employed by the armed services in conducting war games for the training of command personnel (Weiner).[12]

A simulated environment designed in this way is particularly useful when the overall training objective is not to produce a fixed response on the part of the learner, but instead, to provide practice in problem diagnosis and interpretation; that is, to increase awareness, insight, and understanding of the multitudinous factors which may bear on a series of events occurring in the complex environment. As was indicated previously, these were the kinds of skills and knowledges which we had agreed were the training requirements of the interns.

We decided, therefore, to design an embedding environment that was to be operated by experts; people who had knowledge of and experience in the New York City school system. In the demonstration the University team was to perform this function; in the ongoing program, we expected the interns to do it. The inputs from the environment were to be based on a number of related incidents that had actually occurred in New York City schools and were to be selected for their decision-making and problem-solving properties. The theme, suggested to us by Dr. Lang, the Deputy Superintendent for Personnel, was to be school-community interaction.

Keeping in mind the restricted number of trained personnel that would be available in the ongoing program to represent the embedding environment, we decided to limit the number of environmental agents with whom the learner could interact and the number of channels of communication that he could use. The learner was to take the part of a principal in an elementary school and the school (embedding) environment was to be simulated as follows: the Board of Education administrative hierarchy was to be represented by the district superintendent; the school population was to be represented by one assistant principal and the principal's secretary; the community was to be represented symbolically by means of written communications (notes and letters).

The channels of communication between the principal and the environment were to consist of a telephone and hard copy written materials. The behavior of the principal was to be restricted to the use of these channels. That is, there was to be no face-to-face discussion with any of the agents of the environment, nor was the principal to be allowed to leave his desk. All actions he wished to take were to be implemented by the environmental agents in response to the principal's directives. We recognized that these restrictions would be a departure from the conditions that exist in real life, but we expected that the principal would have sufficient freedom to gather the information he needed to diagnose problems.

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[12] Weiner, Milton G. "An introduction to war games." In Rosenstiehl, Pierre, and Ghonila-Houri, Alain (eds.) Les Choix Economiques; Decisions Sequentielles et Simulation. Paris: Dunod, 1960.

The response strategy that we evolved to guide the behavior of the embedding organization consisted of three principles: to introduce the inputs according to a predetermined time schedule; to carry out the principal's information-gathering instructions; and to refrain from assisting the principal in problem diagnosis or problem-solving.

Feedback and its Utilization

In learning situations where some specific knowledge or skill is to be acquired, the desired response or "right answer" defines the performance criterion. Knowledge of results is provided to the learner to enable him to compare his performance with the criterion. In the complex learning situations of the proposed simulation there is no single, universally accepted, correct solution of "right answer." Instead, there may be many satisfactory ways of dealing with the problems that arise.

The DCS and other studies have shown that administrative problem-solving behavior is a function of the complex interaction of personal and environmental factors: of personality and cognitive style; previous experience; the nature of the problem; the characteristics of other people involved, etc. Our objective was to focus on cognitive style; to train the interns to use a more flexible approach to problems; to use more efficient methods of searching for and manipulating information in diagnosing problem situations; to actively seek information rather than to wait passively for it to be provided. In addition, we wanted to develop in each learner an awareness of his own style and an ability to evaluate the consequences of different styles of responding.

The results of previous simulation research suggest that during an exercise the learner is under considerable stress which limits his ability to plan or solve problems. However, if the exercise is followed by a discussion period, effective problem-solving occurs the results of which are applied in subsequent exercises (Alexander, et al),[13] (Shure, et al).[14]

These considerations led us to schedule a discussion period following each exercise. We expected that the exercises would produce realistic administrative behavior and the discussion of this behavior would provide the knowledge of results necessary to develop insights that would result in the desired behavioral changes.

The discussions were to be led by a member of the University team and the participants were to include the principal and a panel of five other interns. During the exercise the panel members were to observe the principal and receive all the inputs he received in the same form and at the same time. This procedure would allow them to react to the inputs vicariously, although certainly not with the same degree of involvement as the principal. We expected, however, that this experience would be sufficient to enable them to participate constructively in the discussion. The remaining fifteen interns were to observe the exercise and the panel discussion on closed-circuit television but were not to participate in either.

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[13] Alexander, L.T., Wepner, C.H., and Tregoe, B.B. "The effectiveness of knowledge of results in a military system-training program." Journal of Applied Psychology, 1962, 46, 202-211.

[14] Shure, G.H., Rogers, M.S., Larsen, I.M., and Tassone, J. "Group planning and task effectiveness." Sociometry, 1962, 25, 263-283.

We expected most of the learning to occur during the discussion periods but, as was indicated previously, we did not expect to be able to demonstrate behavioral changes in two exercises. There were three reasons for this:

1. There would be insufficient practice;

2. The interns would bring a "test" set rather than a learning set to the demonstration. We expected that the interns would view the simulation as another test of their capabilities rather than as an opportunity for learning. This would result in a hesitation to try anything new or unconventional and an unwillingness to test the limits of the simulation in order to discover what degrees of freedom might be available.

3. The interns might lack the skill required to participate effectively in learning-oriented discussions. In order for the post-exercise discussion period to be an effective learning experience, it would be necessary that the discussants adopt an exploratory rather than a summarizing approach. An exploratory approach involves an attempt to discuss the exercise behavior by answering the following kinds of questions, "In what ways can we define this problem?" "In what other ways could this problem have been handled?" "What might happen if we did it 'this' way rather than 'that' way?" A summarizing approach, on the other hand, usually involves an attempt to neatly characterize or typify behavior and to analyze it critically.

Background Materials

It was decided not to develop extensive descriptive materials describing the simulated school and the community in which it was located, as was done in the DCS study. We assumed that the interns had a common work cultural background and, as a result of their extensive experience with the New York City school system, would be generally familiar with the organization and operation of any of its schools. Therefore, they would only need to be informed about the neighborhood surrounding the school and the ethnic distribution of the indigenous population.

While it is true that each school has idiosyncratic organizational characteristics and it would be necessary for the principal to discover what these were for the simulated school, we expected that the kind of information he would seek and the method he would use to obtain it would be relevant and important behavioral data.

Let us summarize the design principles developed for the simulation demonstration:

1. The behavioral system was to consist of one person; the principal. His actions were to be restricted to verbal and written communications.

2. The embedding environment was to consist of the following agents: the administrative hierarchy, represented by the District Superintendent; the school, represented by the Assistant Principal and a

secretary; and the community, represented by written and telephone communications from parents. In the demonstration, the functions of agents were to be performed by members of the University team; in the ongoing program, by the interns themselves.

3. The agents of the embedding environment were to follow a general strategy of providing information requested by the principal and carrying out his instructions but not assisting him to diagnose or solve problems.

4. Input events were to be based on real incidents that had occurred in New York City schools. They were to represent school-community interaction problems.

5. A panel discussion mechanism was to be used to provide knowledge of results.

6. A common work culture on the part of the interns was to be assumed.

Collecting Scenario Incident Data

Through the Board of Education, arrangements were made for the University team to interview principals of two New York City schools. One of these was an elementary school; one an intermediate school. Both were located in disadvantaged areas having a large proportion of ethnic minorities.

Information was obtained from the principal by interview. At the beginning of the interview, the purpose of the internship program and the role of the simulation demonstration were explained to the principal. A considerable portion of time was devoted to a discussion of the kind of data that were needed and how they were to be used in the simulation. When mutual understanding of the purpose of the interview was attained, the following three questions were asked:

1. What current problems involving the interaction between the school and the community have you encountered in your school?

2. How did you respond to these problems?

3. What specific incidents occurred which, in your opinion, were manifestations of these problems?

The following school-community interaction problems were identified by the principals:

> Currently the schools do an inadequate public-relations job with the parents of the surrounding community. Minority groups do not understand the purpose of many of the school rules and view them as arbitrary and inflexible. The school is seen as a forbidding, hostile institution, run by strangers. It is not considered part of the community; it is a "fortress" with a fence around it and closed gates. Parents see their children "swallowed up" by the school each morning and have no real appreciation of what they do during the day.

Minority group parents are convinced of the importance of education as the main road to acceptance and integration into the American culture. They recognize the value of the basic skills taught and are anxious to see their children demonstrate progress in attaining these skills. However, they do not know at what rate progress should be made nor do they understand the value of various teaching techniques. They do not recognize the importance of such subjects as art, music, nor techniques such as educational games or museum visits in the enculturization process.

The urban school must provide additional community facilities and services. It must become an institution which does more than just educate children. Techniques and procedures must be developed which integrate parents and other community agencies into the school organization, as part of the educational team. However, due recognition must be given to the fact that the teachers have the responsibility for maintaining professional standards and the administration has the responsibility for planning and management. Representatives of the community, parents most of all, should be encouraged to contribute important and much needed knowledge and experience about the indigenous culture. Procedures should be developed and institutionalized for utilizing this information, especially as regards interpreting children's behavior.

Teachers and other school personnel must be educated regarding the psychological, sociological, and economic characteristics (the culture) of the community so that their fears and anxieties may be reduced, thus enabling them to adapt their teaching methods to the needs of the children and to work with the parents as a team.

These statements summarize how the principals who were interviewed interpreted the problems of school-community interaction in disadvantaged areas. These problems were manifested in the occurrence of several actual incidents that required action by the principal or some other member of the school staff. These incidents were incorporated into the simulation scenario as input events. So far as possible, each simulated event corresponded in content, form, and method of input to the incident as it actually occurred. Only names were changed.

Organizing the Scenario

In the scenario a simulated input corresponding to an actual incident was called a critical event. In addition to these, other inputs were included to represent the day-to-day administrative events with which all principals are required to deal. These inputs were called ongoing events. Ongoing events included memos, phone calls, notes, directives, reports, notices, and questionnaires, which are to be read, reviewed, posted, signed, or filed.

The incidents from which the critical events were taken actually occurred over a long period of time. Their incorporation in two simulation exercises, each lasting about 45 minutes, constituted a compression of time that resulted in an unrealistically high input load on the principal. Consequently, he did not have the amount of time for contemplation and analysis ordinarily available to him in real life. This degree of time compression was included in order to obtain a greater amount of behavioral data for discussion. Since the principal was not able to respond to all of the inputs himself in the short period of time available in each exercise, he was faced with the additional tasks of assigning priorities and delegating responsibility.

Six critical events were incorporated in the first exercise; eight in the second. The following is a short description of the critical events as they occurred. We have included them to give the reader a flavor of the situations with which the principal had to deal. The code, "ACE-6," means that event 6 was a critical event in exercise A; "BCE-10" means that event 10 was a critical event in exercise B. All critical and ongoing events appear in complete form in appendices A and B.

Exercise A

ACE-6: Telephone call from Mrs. Kelly, the District Superintendent, informing the principal that the Board of Education considers the problem of improving school-community interaction to be of first priority. (The purpose of this call was to set the learner by identifying the area of concern.)

ACE-8: A letter from an unidentified person to the head of the Parents' Association (presumably copied surreptitiously and delivered by the assistant principal) indicating that various people in the community had investigated the new principal's background in order to determine what kind of a person he was. (The purpose of this input was to indicate to the principal that the community was as interested in learning about him as he, presumably, was in learning about it.)

ACE-9: A letter from a parent expressing concern that the schoolyard gates were closed in the morning when he left his child on his way to work, so the child occasionally had to stand in the rain. (The purpose of this input was to pose one aspect of the "closed-gate-fortress" problem.)

ACE-12: A note from a teacher complaining about the fact that parents were continually coming into her classroom wanting to know why their children weren't learning to read and write. (The purpose of this input was to pose the problem of how to handle the interested but uninformed parent.)

ACE-13: A telephone call from a parent of a prospective teacher expressing concern about the safety of his daughter in the neighborhood. (The purpose of this input was to pose to the principal the situation that teachers were not accepting assignments in disadvantaged neighborhoods because of their parents' fears. The school organization chart, which was available to the principal at the beginning of the exercise, showed that five classes were being covered by per diem substitutes.)

ACE-14: A telephone call from Mr. Ednarb, the assistant principal, relating that teachers were complaining about parents overrunning the school at entrance and dismissal time. (The purpose of this input was to present the following dilemma to the principal: the parents are concerned about the welfare and safety of their children and about not knowing what they do in school all day. So they crowd into the school at dismissal time. On the other hand, the safety of the children and the efficiency of the arrival and dismissal procedures are being threatened by the large number of people milling around.)

ACE-15: The assistant principal calls to say that the Board of Education has sent a Spanish-speaking teacher to fill one of the vacant positions. He indicates that she has a good educational background but that she is Cuban and has no knowledge of Puerto Rican people. He asks what should be done. (The purpose of this input is to create another dilemma for the principal: on the one hand, he has vacancies that must be filled; on the other hand, a Cuban teacher who has no knowledge of Puerto Rican customs might do more harm than good in a Puerto Rican community.)

ACE-17: The secretary asks the principal to approve an action taken by a previous principal, viz., the school offering to audio-tape letters from parents to servicemen in Vietnam. (This is a "free" critical event in that it presents no serious problem for the principal. It was included to illustrate one of the steps the real principal had taken to expand the services of the school.)

Exercise B

BCE-8: The secretary brings in a set of rules which the previous principal had drawn up. She asks whether they should be posted. The rules are quite authoritative and restrict the parents' access to and participation in the school and its activities. (The purpose of this input is to force the principal to take a stand regarding parental involvement in the school.)

BCE-9: This input consists of a list of reasons given by prospective teachers for rejecting appointment in that school. It was drawn up by the secretary ostensibly at the request of the previous principal. It includes a letter written by the last person to decline. The letter states that the appointment was rejected because of her parents' concern about their daughter working in that neighborhood. (The purpose of this input is to suggest to the principal that if he is to obtain staff personnel it is necessary to indoctrinate and educate the parents of prospective teachers.)

BCE-10: A telephone call from the assistant principal telling about an altercation that occurred between a teacher and a pupil. (The purpose of this input is to indicate to the principal that one of the reasons teachers have discipline problems with ethnic minority children is that they are not familiar with their culture.)

BCE-11: A letter from a parent requesting permission to visit the lunchroom to be with the children while they eat. (This is another indication of the concern the parents have about the welfare of their children in school.)

BCE-16: A telephone call from the District Superintendent telling about a delegation of local parents who called on her with a complaint that the teachers are wasting time in school by teaching drawing and music, and playing games. They want to know why the children don't spend more time on reading, writing, and arithmetic. (The purpose of this input is to indicate to the principal the results of a lack of understanding by ethnic minorities of the purposes and methods of modern education.)

BCE-17: A telephone call from the assistant principal stating that a number of teachers have suggested that the school start a program of collecting and organizing welfare and community action information and make this information available to parents of the community. He wants to know whether he should proceed with this idea and if so, how the program should be implemented. (The purpose of this input is to indicate to the principal another way of extending the functions of the school in the community.)

BCE-18: An excerpt from the school newspaper. It is an article by one of the teachers who had recently returned from a visit to Puerto Rico. The article contains a description of the schools in Puerto Rico and how they are related to the community. (This input provides the opportunity for the principal to contrast school-community relationships in the Puerto Rican homeland with the school-community relations in New York City.)

BCE-19: A telephone call from Mr. Wilson, the principal of another school in the same district. (The purpose of this input is to start a peer discussion about the problems that a principal might face in trying to improve school-community interaction. The subjects brought up are: the decentralization plan of the New York City Board of Education; whether actions taken to improve community relations might interfere with administrative duties; whether the parents should have a voice in such issues as personnel selection and retention, curriculum development, and the formulation of school rules.)

The remainder of the scenario was rounded out with the following facts which were presented to the principal in a pre-exercise briefing (see Appendices A and B): The school is P. S. 999, located in District 67, in the Williamsburg Section of Brooklyn. It includes grades pre-kindergarten through five. The ethnic distribution of the student body is: Negro, 38%; Puerto Rican, 56%; other, 6%. The District Superintendent's name is Mrs. Meredith Kelly. The exercise begins a month after the beginning of the Fall term. It is the principal's first day. He has just been assigned to the school because the previous principal, Mr. John Updike, was suddenly assigned to a new intermediate school. There are two assistant principals: Mr. Ralph Ednarb and Mrs. Blanche Siegel. (The principal subsequently learns that Mrs. Siegel is in the hospital and he can only deal with Mr. Ednarb who, of course, is a member of the embedding organization.) Mr. Ednarb has been in P. S. 999 for one year.

Chapter IV

CONDUCTING THE DEMONSTRATION

In this chapter we will describe the plan for conducting the demonstration, provide an abbreviated account of the principal's behavior during the exercises, and present exerpts from the post-exercise discussion sessions.

The Demonstration Plan

The demonstration plan consisted of three parts: a pre-exercise briefing; the exercise; and a post-exercise briefing. The schedule is shown in Appendix C.

Pre-exercise briefing. The purpose of the pre-exercise briefing was to acquaint the interns with the purpose of the demonstration and to distribute an observation guide which they were to use to evaluate the demonstration. The observation guide contained questions which were to be answered in writing by all interns except the principal and the panel discussants. The observation guide is shown in Appendix D.

The following points were included in the briefing: (1) a review of past uses of simulation for education and training; (2) a discussion of how simulation might fit into the internship program; (3) a statement of the purposes of the demonstration and a description of the roles of the various participants; (4) a description of the TV studio in which the exercise would take place and a statement that TV and audio recordings would be made. The interns were told that these video and audio records would be used only for future study and analysis. Assurance was given that the recordings would not be published or made available to unauthorized persons and that individual respondents to questionnaires would remain anonymous. It was strongly emphasized that the purpose of the demonstration was not to evaluate their effectiveness as school administrators.

After a question and answer period, volunteers were obtained for the principal's position and for the discussion panel.

Conducting the exercises. The two exercises were conducted two days apart. Each exercise lasted approximately 45 minutes and was followed by a discussion lasting approximately one hour. The panel members and the observers were provided with logs on which to take notes for use in the subsequent discussion (Appendix E). One member of the University team acted as discussion leader and another member directed the timing of the inputs.

The facilities of the Brooklyn College Television Center were utilized for the purpose of providing an electronic record of the proceedings for future study and analysis. Also, using a split screen technique, it was possible for the intern observers to view both the actions of the principal and the actions of the embedding organization. Such elaborate facilities are not necessary for conducting simulation exercises in the future program and are not being considered.

Post-exercise briefing. Five days after the last exercise a post-exercise briefing was held. The purpose of this briefing was to provide the interns with a more detailed description of the design procedures that were followed in producing the simulation and to allow them to ask further questions. The following topics were covered: (1) history of the development of the project; (2) the principles which guided the design of the simulation; (3) the method for designing the inputs and the significance of the critical events; (5) the strategy underlying the performance of the embedding organization.

During this meeting, the written answers to the observation log questions were collected.

The remainder of the meeting was devoted to a discussion of suggested modifications and extensions of the simulation for the future intern program.

Participants' Behavior in the Demonstration

In this section we presented the responses of the principal to the simulated inputs and excerpts from the post-exercise panel discussions. These will provide the reader with some appreciation of the kind of behavior that occurred in the simulation. The reader is urged first to read the text of the critical events, which are in Appendices A and B, so as to have a clear understanding of the situations to which the participants were responding.

Principal's responses to inputs in Exercise A

ACE-6: Telephone call from Assistant Superintendent Kelly welcoming him as a new principal to the district and stating the current importance of the problem of school-community interaction.

Mrs. Kelly suggests a meeting within two weeks to discuss school-community interaction. The principal replies to Mrs. Kelly's invitation with a terse "of course." She asks if he has any ideas on the subject. He suggests that perhaps the area of reading improvement would be a good place to start since the results would be visible. He says that he would like to review the school reading test records and consult with the Assistant Principal, Mr. Ednarb, to find out about the policy of his predecessor regarding community interaction.

ACE-12: Note from Ellen Peterson regarding parents visiting her classroom.

Secretary informs the principal that a teacher has written a note. He asks to see the note. He then calls Ednarb and asks whether the type of trouble indicated in the note is a frequent occurrence. He asks Ednarb whether or not this type of parent activity is disruptive of teacher time. He asks if the teachers' complaints are valid. He then queries Ednarb regarding past procedures and rules regarding the entrance of parents into the building. He ends the conversation with a few questions concerning Ednarb's assigned administrative responsibilities. He then calls his secretary, indicating that he wishes to speak with Miss Peterson, the teacher who left the note.

She informs him that Miss Peterson has gone back to her classroom. He then asks her to come into his office and inquires about the policy of his predecessor regarding parents entering the school building. He asks whether or not this is the first time Miss Peterson has made this kind of complaint. He tells secretary to arrange an appointment with Miss Peterson.

ACE-13: Call from parent of prospective teacher expressing fear of the neighborhood.

The principal tries to draw the parent out. He forces him to state the nature of his concern and asks whether his daughter is equally concerned. He explains that the school neighborhood is composed of people who are like people everywhere and, although there might be occasional problems, they would present a challenge to his daughter. He states that although he cannot guarantee her safety, she will find in the school a desirable professional climate in which to teach. He does not agree to have an interview with the parent but indicates that he would be willing to discuss the matter with the prospective teacher. He tries to call Ednarb but is told that he is observing a class.

ACE-9: Letter from Jose Vargas regarding the early opening of the school gates.

Principal questions secretary about whether or not the school gates open at 8:30 and whether there are teachers present there at that time. He then dictates a letter to Mr. Vargas indicating that there is nothing that he can do about the situation but inviting him to arrange an appointment if he wishes to discuss the matter further. He again tries, unsuccessfully, to call Ednarb.

ACE-12: Peterson note (continuation)

Ednarb returns call. The principal queries him about Miss Peterson, indicating that he intends to speak with her and needs some background information. He asks Ednarb about the state of school-community relations; i.e., how the community views the school.

ACE-14: Call from Ednarb regarding teachers' complaints about parents overrunning the school at entrance and at dismissal time.

After Ednarb states the problem, the principal asks him for suggestions. Ednarb replies by asking for a policy statement. The principal suggests that the Puerto Rican parents might be most responsible for the disturbances. He goes on to explain to Ednarb that Puerto Rican mothers feel quite strongly about their parental responsibilities (implying cultural reasons) and that the solution to this problem might lie in finding a place for parents to watch their children without actually getting in the way. He indicates that it might be a good idea to meet with some of the parents and explain the situation to them. He asks whether or not Ednarb would be willing to do this.

ACE-6: Call from Assistant Superintendent Kelly (continuation)

As phone conversation with Ednarb proceeds, the principal informs Ednarb of the scheduled meeting with Assistant Superintendent Kelly to discuss school-community interaction problems and gives the date. He states that they ought to get together to plan the meeting agenda and discuss ways to ensure maximum participation by members of the professional staff. He then asks Ednarb whether the uncovered classes are covered by per diem substitutes and whether cluster teachers could be used. Ednarb is instructed to set up a meeting with the cluster teachers. The principal feels that before any preparation periods are granted all classes must be covered and that the cluster teachers are the ones to cover them.

ACE-15: The Cuban Teacher Candidate

Ednarb inputs item. The principal indicates that he wishes to speak with the candidate. He states that the prime consideration is whether she has the ability to establish good relationships with the parents; the ability to speak Spanish is not enough. Ednarb agrees to arrange an interview with the Cuban teacher.

ACE-17A: Audio-taped letters to servicemen in Viet Nam

The principal indicates that he likes the idea and suggests that the Parents' Association should be involved. He asks for the name of the president of the Parents' Association. The principal instructs his secretary to set up a meeting with the cluster teachers (see above). The principal asks the secretary whether or not there have been any instances of angry parents in the schools demanding to see the principal. He wants to know whether this has been a frequent problem in the school. He asks whether they are individual parents or organized groups. He asks if there seems to be one basic complaint but, after listening to her hedge, he decides to ask Mr. Ednarb. Ednarb calls the principal who questions him about the nature of the parents' complaints. He asks about whether the complaints have to do with teachers' attitudes.

Excerpts from Discussion Session A. In the following transcript, only the discussion leader (L) and the principal (P) are identified. A new paragraph indicates a different speaker. All real names have been omitted.

L: What problems face the school principal in developing community participation in the school problems? You may talk to each other, you may talk to the principal, or you may talk to me.

Well now, for example, with respect to the problem of the parents at the gates at the end of the day. The principal asked Mr. Ednarb what his views were. He tried to get some information from him, which of course is all to the good. Now, I realize the lack of realism in a situation like this with its artificial qualities and perhaps it would not have been feasible within the context of this exercise to do the things I'm going to suggest I might have done. But I would suggest a faculty meeting, for example, to discover the thinking of the teachers on that problem. I would have suggested to my secretary the drawing up of an agenda for the next PTA meeting or perhaps a special PTA meeting for the next regularly scheduled one to find out what the parents thought about it. I would have phoned other principals in the district to discover how they had handled the problem, as the problem exists in the other schools. I would have read the minutes of past faculty and district principal meetings to discover whether such problems had existed, and if so, how they had been handled.

L: Why would you have a faculty meeting?

Certainly at the high school level, where other kinds of problems come up all the time, I would be prone to enlist the assistance of the faculty in any kind of problem which involves teachers, and this is a problem which involves teachers. I would like to know what they think about it, why they think it is a problem, if they do, and what is even more important, to solicit their thinking about how to meet the problem. What suggestions would they have for an interested group in the school to meet this specific problem.

L: Why do you feel that the situation was unreal?

If I were to be wholly candid about this I would have to say that I think the total situation is unreal because it is out of context; because of the compression of materials and problems within a finite period of time; because he was bound to his desk; because he could not get out into the school; because he could not see at first-hand what the problems were. For example, at one point in the conversation on the telephone with Mr. Ednarb, Mr. Ednarb said, "Oh, there is a problem out here," and the principal said, "Run." Well, I would have run if I had been a principal, I would have said, "You run and I'll be there at your side just as soon as I can get out of this office." He couldn't; this is unreal.

L: (Asking the principal) How did you feel (about) that?

P: No, I would not have run.

The other thing was the specific dictation of a letter to Mr. Vargas about the child coming in early. I think that we are faced with a two-fold problem here. We have to make sure that the teachers and the UFT contract and so forth are happy in the situation. We must make sure that their hours are six hours and 20 minutes and so forth. But we also have to be faced with this; this is just one letter, but, in an area where parents may get to work early and the school opens at 8:30 sharp there is a community situation which we must face. You dictated the letter and you said, "Teachers do not come until 8:30," and I reacted personally because I have been faced with this type of situation. I wondered if some of the other panel members might have reacted differently. I know I would have reacted differently.

Did you react as Mr. Vargas when you listened to the letter?

As Mr. Vargas? No, I reacted as another principal would react be-before I made a decision to dictate a letter. I feel that you can open school earlier. I think that there are people that can be placed on the job earlier, that could leave earlier; that would, for example, if we need a person in the school for, let us say, purely school matters. This is a touchy point with the community as well. The secretary, or one of the assistant principals, will come in early to call day-to-day subs. They come in early, they leave early.

From 7:30 to 2:00; something like that?

Right. Now this; in this case we can't do it because the teachers don't arrive until 8:30, therefore the children are secondary. But the teachers are primary. We must get subs but we don't care about the children. I think that this is a very touchy problem. There was only one letter in the input.

P: May I react to that?

I recognize the limitations that were placed upon me very quickly. Of course, everytime I tried to get information I couldn't. Nevertheless, I didn't feel that it was such an unreal situation that we cannot regard it as being within the realm of feasibility, in some respects, because it's also likely that a principal, just coming into a school, may not be given the kind of information that may prove embarrassing or difficult to present to the principal. He may be shielded at the beginning from the kinds of things that he would ordinarily try to find out. I didn't feel, sitting there at my desk, that it was so unreal that I could not function as I might in a real situation.

However, (there is) one weakness, if there are no correct answers, I was not pleased with the situation between the principal and the assistant principal. I got the impression that every time that the principal had something worthwhile to say, the assistant principal led him off in another direction; and I was speaking about how I might have handled this. I don't know whether it's right or wrong, but I would have said that I think we ought to get together. It might be wise for you, the assistant principal, to make a list of items which have been giving you trouble, regarding policy, regarding the teachers, and so on, and that we might pursue this and work on the problem, the matter between us, either at three o'clock, or at twelve o'clock, or at another time. What do you think?

I have a feeling that this is unreal in the sense that when we go into a school maybe we get too involved in paper work and this is the thing we should avoid. For instance, the Vargas letter. I would be interested to find out how the others feel. I am tempted not to write an answer to a letter like this. I would rather meet the parent and talk face-to-face with the parent. I think you get a better feeling of what the real problem is with this parent. The letter doesn't give you the whole picture.

L: (to the principal) Will you comment on the way you handled the call from the parent of the prospective teacher?

P: You could see that I felt that this is a case of the over-protective parent. I don't think that I would have objected in reality to seeing Mr. Ginsberg; perhaps on reflection that this might have been the best approach. But, no, as I think about it. His child might have come to this school to teach, forever, with the feeling that Daddy had prepared the way for her. I might very well, under those circumstances, have felt, "Let the girl come and make up her own mind." If she is not old enough to make up her own mind about where she wants to work, then, should she be in this school? And I realize that I was being brusque, and I was being rejecting and all of these things, and yet, I wasn't rejecting the girl, only her father; and perhaps the girl might have very much appreciated this.

I would go along with the principal. The only thing is that I think that perhaps, after the girl had visited the school, I would say to the father, "After your daughter has made up her mind, if she decides to come here, then you come with her and see why she has made up her mind to come." But for the first visit, I don't think the father should have come. I would go along with that.

No, I would not. I would see no objection whatever to having the parent visit the school and with my talking with him about what he thinks about the problems today. With or without his daughter. The parent's problem is not the school; his problem was the environment about the school. This had nothing to do with the teaching. This had to do with coming and going from the school. This is a completely different problem.

(At this point, if there had been more time, the discussion leader could have directed the discussion toward a more detailed problem diagnosis and solicited other ways of responding.)

Principal's responses to inputs in Exercise B

BCE-8: Rules regarding arrival and dismissal

The principal reads the rules, hesitates, and indicates that he would like to speak to Mr. Ednarb before taking any further action. After a brief period, Mr. Ednarb calls. The principal says that perhaps the rules pertaining to arrival and dismissal are too "negative" and suggests that perhaps they might be stated in a more friendly, positive manner. He asks Mr. Ednarb if there is a place where the parents might stand in the morning to watch the children. He tells Ednarb that before he takes any final action, he wishes to speak with the president of the Parents' Association. He suggests scheduling a meeting with her. He also suggests having a meeting with the parents who wait for the children stating his belief that, if the parents are properly informed about the purpose of the rules and regulations, they would give him their cooperation.

The principal continues with a discussion about using cluster teachers to fill vacancies. He asks Mr. Ednarb for recommendations and suggests that they meet with the teachers after school to explain exactly what the situation is all about. Mr. Ednarb poses the question about the reaction of the regular classroom teachers to losing the cluster people. The principal says he understands, but that he hopes that they will realize that this is in the best of interest of the children.

BCE-8: Further action.

The principal asks his secretary to call the president of the Parents' Association.

BCE-9: List of reasons given by prospective teachers for declining appointment.

The principal marks this to be placed on the agenda of his forthcoming meeting with the staff and puts the list in his "Hold" basket.

BCE-10: Incident involving an altercation between a teacher and a boy.

Mr. Ednarb reports the incident. The principal asserts that the teachers need sensitizing to this kind of problem. He asks Mr. Ednarb whether he thinks it would be a good idea for Mr. Ednarb to discuss this problem with the teacher involved. He suggests that perhaps the non-English Coordinator would be a good person to hold a faculty conference on the problem as he thinks this is a school-wide issue that the whole faculty should consider. He says that while it is a good thing for teachers to be sensitive to the lateness of children, he thinks that teachers should be aware that oftentimes it is the parents who are responsible and suggests that perhaps he should make a drive to involve the parents. He asks Mr. Ednarb if lateness is a general problem. Ednarb vacillates in his answer. The principal says that perhaps Mr. Ednarb, rather than the non-English Coordinator, should deal with this problem at the next faculty meeting. He suggests that he and Ednarb get together before the next meeting to discuss the topic of lateness.

BCE-16: Telephone call from Mrs. Kelly, the District Superintendent, telling about a delegation of parents who visited her to complain about too much art and music.

The principal states that he is not prepared at the present time to state the reason for the complaint. He suspects that there always is some resentment when reading scores are low and also that the parents don't fully understand the school program. He suggests further that he should like to become more informed on what is actually happening in the school. Mrs. Kelly asks him how he expects to get this information. He replies that he expects to walk around the school. He also states that he expects to talk with his assistant principal. He suggests that the Art OTP might be able to provide information also. He states that he hopes to meet informally with a group of parents in the very near future and has tried to contact the president of the Parents' Association. He asks Mrs. Kelly if she would send the parents to him to discuss the problem. Ednarb calls. The principal asks Ednarb whether he thinks there is an excessive use of drawing or music activities as busy work. After discussing this with Ednarb he suggests that perhaps he will have to do his own investigating in the lower grades as Ednarb has assured him that the upper grades are "clean." (Ednarb is responsible for the upper grades.) The principal asks Ednarb whether he knows of anyone who could serve as the assistant principal for the lower grades. He suggests the name of a teacher and Mr. Ednarb agrees.

BCE-11: Letter from parent requesting permission to visit lunchroom.

The principal reads the note to Ednarb and asks him for his reaction. After a lengthy discussion about the situation, the principal asserts that the parents care about and want to become associated with the school; that the parents might possibly be allowed to go into the lunchroom to sit with groups of children other than their own in order to lend a homey atmosphere to the lunchroom. He concludes with the suggestion that the best thing to do would be to hold a meeting with the parents through the agency of the Parents' Association and listen to some of the parents' suggestions.

BCE-17: Suggestions by teachers that the school collect and disseminate welfare information.

Ednarb asks for a policy statement. The principal answers that the activity is highly desirable. He asks if there is an existing committee to handle this sort of activity. Ednarb says no. He then asks Ednarb to find out who is interested in this activity and perhaps they could get together over a lunch hour and discuss it. He also suggests that this would be a good idea to have well organized when they have their meeting with Mrs. Kelly.

BCE-11: Lunchroom letter (continuation).

The principal dictates a letter to Mrs. Lopez, thanking her for her letter and telling her that they are considering her request.

ACE-12: Note from teacher (continuation.

The principal asks the secretary to remind Miss Peterson to come in and speak with him regarding the note she left.

BCE-19: Telephone call from Mr. Wilson, another principal in the same district.

To Mr. Wilson's questions, the principal replies that he is in a quandary but is beginning to set up an agenda. He says he is having difficulty getting adequate information and that it is going to be a few days before he can become adjusted. He states that a principal should not surrender his authority to the parents but that when parents are listened to "this is a step forward." He states that he hopes he won't have to exert his authority as principal but if it becomes necessary, that is what he will do. He says he doesn't want to shut parents out of the school if he can avoid it, he wants them to feel that they are part of the school. However, he doesn't think they should dictate personnel choices. He thinks that parents should be able to state their views about curriculum and hopes to set up a committee through the Executive Committee of the Parents Association which would act as an advisory curriculum committee. As far as school rules are concerned he would like to get the parents' opinions, without giving up his final authority.

Excerpts from Discussion Session B

L: Our task is to explore alternative ways of making decisions and taking action. May I ask this question, because it pertains to something the principal said, "Do the people really misunderstand what is going on in the schools?"

Which people are you talking about?

L: The people who complained to Miss Kelly about the kindergarten or first grade; that they are still playing with blocks, singing songs, and aren't learning to read yet. The question was inherent in the principal's conversations with Mr. Ednarb.

I feel that the parents are saying, "Well, we don't like the kind of education our children are getting," and they pick up something like the art work, or the crayon work, or the block work, and use this as the hanger on which they post their complaints. But, I think it is more fundamental than that. I don't think that it is strictly the art work, or the music, or anything else, that they are complaining about. They're saying, "We are not satisfied." This is what they are saying to us. And it is our job, I think, to make them realize what we are trying to do, the problems we face in doing it, and also to bring them into the picture and let them see the problem. I think they want to get in. They want to come in.

Is this dissatisfaction based on the misconception of what is happening?

I think sometimes, that some of the dissatisfaction is based on valid grounds. What do you think?

Fundamentally, I think our big problem is perhaps communication.

I think what you're saying is very significant, because those parents who came to see Mrs. Kelly are the ones who will go out and do things, the more outspoken parents. If we can get a very representative group, I think they really could represent the school. Now there are certain decisions that these people would want to make. If they feel that there is too much play in the lower grades, the music and so forth, it might be that these people who are more outspoken could have been told by others that there is such play and they feel, without knowing the facts, that if you carry on a little less play and a little more activity specifically directed toward reading readiness, this would help. The education of all of the parents who are involved in those grades might be the point of focus of the principal or some outside organization. Now, you were working with a group, they came in. In my experience, in the junior high school working with career guidance, we had 45 parents. When it was a specific issue, we had a counselor go to the home, we had letters, we had parents calling parents to get as many as we could in, and I found frankly that of the 45 parents, 43 became involved in specific issues. That's community participation. There is a lot involved in those two words and we can get a lot more done if we listen to the ideas of the community on how to better the schools.

By and large their experience is limited. The parents simply do not know what the program of the school is. They are not aware of the curriculum offerings. They are not aware of the relationships within the schools: teacher-pupil, teacher-administration, pupil-administration. And I think, as you have said, that the question is one of communications. Two-way communications between school and parent, and, of course, school and the wider community. I would suggest that in almost all situations in which it is feasible and which are germaine to the program of the school, the principal ought to see the parent. And, that is why, for example, I would not merely have dictated a letter to Mrs. Lopez, but would have invited her into the school and given her two or three or five minutes of my time to discuss that lunchroom situation. I think Mrs. Lopez would have gone away a wiser parent and a more concerned parent than she had been before she had written the letter.

There is another reason for that aside from just wanting to see the parent and give her a feeling of individual attention. This is a letter from one parent. Now you don't know, actually, if many parents feel this way. You may be opening up Pandora's Box by suddenly starting a program of inviting parents into a lunchroom where it isn't necessary at all. Maybe this is the only parent. You haven't received any other letters or phone calls about this.

Well, if it were the only parent, would you invite her in? In this particular case I'm willing to agree with Mr. __________. We disagreed about just seeing parents indiscriminately. But here is a person who wrote a letter; it's an individual problem; it's her child; to her, it's a real problem. I think that the letter was a courtesy; an invitation to come and talk about her problems.

But, you did not answer my question. Would you invite her into the lunchroom?

Not at this particular point. I don't think I would want any parents coming into the lunchroom in a situation like this.

I thought that his letter to Mrs. Lopez was in direct contrast to what he told the assistant principal. When he spoke to the assistant principal he indicated that he was interested in the parents coming in and perhaps helping in the school. Yet, perhaps in the rush for time, he sent a very perfunctory letter to her.

L: What would you have done?

I think there was a curious contradiction here which perhaps even the principal and perhaps some of you folks are not aware of. Do you realize that the principal told Mr. Ednarb on the telephone, to wait to answer Mrs. Lopez' letter until after the next PTA meeting when we shall take it up. And yet, a few moments later, he called his secretary and dictated the letter to her.

P: My thought was this: I did not want to make a precise commitment one way or the other to Mrs. Lopez. I wanted to bring it up as a broader subject of interest at a Parents' Association meeting. This didn't mean that I didn't want to respond to Mrs. Lopez at all. I wanted to make it deliberately non-committal and I deliberately chose not to invite her in because I didn't want to explore with Mrs. Lopez the possibilities of having parents come in and serve in the school. I wanted this to be something which would be brought up for the first time at a Parents' Association meeting where I could get a variety of responses. Mrs. Lopez might have gone back to a group of parents with whom she was concerned and might have defeated the plans in some fashion before I got a chance to explain it to a wider group. So that I was interested, not in rejecting Mrs. Lopez, but in holding her aside for the moment. It is true, the letter was rather brief, but I did not feel the letter was unkind. I felt that it was simply a letter saying that we are looking into the matter. Because, I didn't want to make a decision, I didn't want her participating in that point in my decision-making.

I think that Mrs. Lopez is a bit of a doer. She wrote a letter. She is not the parent that stands at the gate waiting. She wrote a letter; she did something. This lady should be invited in after consultation with Mrs. Greene (the PTA president). Maybe this person and persons who are associated with her could be used as a nucleus in implementing an idea that you had. Or they could suggest other ideas where they could be of some help to the school. But, I would definitely get her in.

Chapter V

DISCUSSION AND EVALUATION

In the introduction to this report it was stated that the objectives of the demonstration simulation were to design a minimum cost method for providing practice in decision-making and problem-solving and to evaluate the feasibility of incorporating this method in the ongoing intern program. We assumed that, by designing and running such a demonstration, both we and the interns would acquire sufficient experience to be able to recommend improvements in the simulation methodology to suit more closely the training requirements of the ongoing program.

In this section our evaluation of the demonstration will be organized about a discussion of the following three questions:

1. Did the simulated situations present real, important, administrative problems requiring decision-making and problem-solving rather than rule-following or the automatic application of policy?
2. Did the principals' behavior serve as a springboard for viable discussions of alternative responses and their consequences and did such discussions occur?
3. How should the simulation procedures that were used in the demonstration be modified and/or extended for the ongoing intern program?

The answers that the interns gave to the observation guide questions will be included in the discussion. A summary of these answers is given in Appendix F.

Realism in the Simulation

The question of realism continually arises in any discussion of the use of simulation for education or training purposes and we must deal with this question in evaluating the demonstration simulation. It is not scientifically heuristic, however, to ask the question in its usual form, viz., "Was the simulation real?" In this form, the question is an epistemological one. Instead, we shall consider whether or not the simulation provided a learning experience for the participants which was potentially transferable to the schools in which they would work.

The key idea in this context is plausibility. All of the situations which occurred were plausible; indeed, they had all occurred in a New York City school. The substance of the inputs, the communication channels by which they were conveyed, and their sources were equally plausible. The reactions of the embedding organization to the principal's behavior were also plausible. (Some of the interns recognized the "uncooperativeness" of the assistant principal as having occurred in their own experience.)

Each of the situations posed for the principal a dilemma, arising from the clash of opposing forces, to which he could not apply a rule, cookbook-fashion.

He had to make decisions. They posed general administrative problems, requiring him to allocate his time and delegate responsibility; and specifically educational administration problems, requiring him to formulate and implement policies regarding accepting parents in the school, the hiring and training of teachers, and curriculum modification.

We believe that the simulation presented problems representative of those that a principal must ordinarily handle and permitted him to respond to them with sufficient freedom of action. Although the principal could not leave his desk and walk around the school or engage in face-to-face conversations, he was able actively to request and acquire information and diagnose problems. Consequently, his behavior provided a context for the type of discussion of alternative modes of behavior which we were seeking. Numerous examples may be found in the excerpts from the panel discussion.

However, the interns responded quite strongly and negatively, both in the panel discussions and in their answers to the observation guide questions, to what they called the unreality of the simulation. These objections were of four types: (1) restrictions on the actions of the principals; (2) "It couldn't happen that way"; (3) "I wouldn't have done it that way": (4) compressed time. Obviously, they were labelling as unreal those events which they had never previously encountered or which violated their own stylistic principles and practices. Examples of all of these can be found in the panel discussion excerpts. If the reader will review those, he may conclude that in simulation, as in life, reality, like beauty, is in the eye of the beholder.

These kind of objections to "the reality of the simulation" are found so often in the early stages of training, that they have been given a name--the equipment syndrome. This refers to the propensity of the learner to criticize all aspects of the situation except his own behavior. This critical attitude generally disappears when the participants develop the constructive problem-solving approach we have described earlier as being a necessary framework for responding in the simulation and for participating in the panel discussion. In the demonstration there were 14 instances of the equipment syndromes in the first panel discussion but only two in the second. This difference is surprising since the rate at which this behavior disappears is usually much slower.

The interns criticized the compressed time characteristic of the simulation, i.e., the high rate of input of critical events, because they felt that under "real" conditions the principal would have more time to reflect and deliberate before choosing a course of action. Even on this point there was lack of unanimity. The opinion of a sizable minority is reflected in the following statement of one intern: "I feel that the element of time here is a factor which tests the principal's ability to make quick decisions and think 'on his feet,' under pressure, as is often required."

Of course there was no rule which imposed on the principal a particular rate of response. He was free to respond to any of the inputs in any way he chose. Another intern commented on this point as follows: "It appeared during the first session that the principal felt a need for completing all the work on his desk in 45 minutes. During the second session, his pacing was more realistic. It was interesting to observe the amount of material that could actually be covered in a limited time, under pressure." Of course, the input load is one of the factors under control of the trainer and can be modified to suit the training objectives and the rate at which learning occurs.

Usually, "equipment syndrome" responses indicate a suspicion and distrust of an unknown situation and, in this study, demonstrate the "test set" that we expected to find. Some of this suspicion can be removed by better briefing procedures and by operationally separating training objectives from testing objectives. Ultimately, however, reliance must be placed on requiring the learner to obtain experience with the simulation by testing limits, as he would have to do in a "real" situation, and by reinforcing constructive problem-solving attitudes and behavior. Specific procedures for doing this should be incorporated in the ongoing simulation program.

The behavior of the principal during the exercises did serve as a springboard for the discussion of the specific problems raised by the simulation inputs as well as more general problems of educational administration. This was clearly evident in the excerpts of the post-exercise discussions that we presented, which were a small sample of the many problems that were discussed. In most cases, the problem discussions included suggestions for alternative responses and speculations about the consequences which might result from employing them. There were many examples of problem diagnosis and suggestions for gathering and using information to clarify the nature of the problem situation. The influence of the discussion which followed Exercise A was manifested in the principal's behavior in Exercise B.

Recommended Extensions and Modifications

After the demonstration, we reevaluated the assumptions and principles upon which the simulation design was based. The following recommendations are the result of this evaluation. Where appropriate, interns' suggestions have been incorporated.

The simulation model. The method of collecting actual incidents and incorporating them in scenarios is both inexpensive and efficient. A wide variety of themes can be prepared very quickly by this method thus allowing the trainer to present problems of current interest. It should be possible in the future to prepare an extensive file of scenarios which can then be organized into a training curriculum.

Our assumption that the interns would bring to the simulation a common culture, thus obviating the necessity for preparing extensive orientation materials, was borne out by the fact that the interns did not ask for and seemed not to require any more background information than they received. Many of the interns recognized several of the organizational characteristics of the simulated school from their previous experience and a discussion of these was enlightening to those of the interns who had not had similar experiences. The simulation thus provided information about how things are done at other schools.

The rules governing the behavior of the agents in the embedding environment severely restricted their reactions to the principal's behavior. Consequently, he received no feedback regarding the consequences of his actions. It might be desirable in the future to incorporate a more reactive environment in the simulation. One way this could be done is to have more frequent, shorter, exercises, e.g., three 20-minute exercises in a two-hour period, with a "criterion period" between each of the exercises. The purpose of the criterion period would be to allow the embedding organization, which would consist of experts in New York City school administration problems, to prepare input events in response to the principals' actions. These reactive events could be guided by administrative theory, they could be selected specifically to provide material for the post-exercise discussion, or they could represent typical reactions from a particular school climate.

The demonstration simulation was designed with the specific intention of maintaining more rather than less restrictive control over the actions of the principal and his channels of communication because we expected that such restrictions would be easier and less costly to incorporate in the ongoing simulation program. The interns did not regard the communication restrictions as a handicap since the principal did manage to establish contact, through his secretary, with anyone he wished to. It was pointed out by some interns that, under normal circumstances, most actions are taken in this manner. They did, however, criticize the restriction which kept the principal at his desk and did not allow face-to-face discussions. One intern commented, "In my experience, most principals deal with many matters in face-to-face discussions. Many people find the telephone a poor vehicle for dealing with personal relations problems."

It would seem to be impossible to devise a scheme whereby the principal could walk around the "simulated school." However, it is a relatively simple matter to provide for face-to-face discussions. This can be done by enlarging the behavioral system to include, not only the principal, but his secretary, one or two assistant principals, and certain other selected school functionaries, e.g., the chapter chairman of the United Federation of Teachers. This procedure, of course, would require changes in the personnel of the embedding organization, which now must represent a larger portion of the surrounding environment.

Evaluative feedback. Although the interns agreed that there was no single, generally accepted, "right" solution to the simulation problems, they argued that some actions might be better than others. Therefore, they suggested, the learner should receive some information by which he can evaluate his performance.

A scoring mechanism can be developed by operationalizing the training objectives. For example, "flexibility in problem-solving" can be evaluated using the following measures:

1. The proportion of the available sources of information that the learner uses to acquire information for problem clarification;
2. The number of different statements of the problem he makes;
3. The proportion of factors bearing on a particular problem that he identifies;
4. The number of alternative solutions he generates for consideration;
5. The number of possible consequences that he considers for each alternative solution;
6. The number of degrees of freedom of action that are available to him as a consequence of his choosing one solution rather than another;

7. The number of instances in which he correctly applies a relevant administrative principle.

These are relatively simple quantitative measures. A qualitative aspect can be included in the evaluation by using a panel of experts to judge his behavior. Also, the relative quality of alternative solutions can be handled in the discussion period.

However, in addition to providing a behavioral score, it is important to emphasize and reinforce the habit of looking for many alternatives and systematically considering the implications of each. Many administrators see all problems within a restricted framework and their implementation style is to "shoot from the hip."

The post-exercise discussion. As we expected, the post-exercise discussion proved to be a very important learning experience. In commenting on the value of the discussion period, the interns pointed to the wide variety of possible approaches to the problems that were considered. They all expressed a strong desire to participate and contribute to the discussion.

In the demonstration simulation only the principal and a panel of five interns took part in the post-exercise discussion. The rest of the interns acted as observers. All of the interns strongly recommended that as many people as possible be included in the discussion, because of "the learning value of the experience." It is recommended that in future simulations the intern class be divided into a number of panels of about five members each, for a post-exercise discussion.

Some of the interns made very insightful comments regarding how the discussion should be conducted. They suggested that the discussion leader should avoid using behavioral labels which are too "black and white" and too "value-laden." They suggested also that the leader should be well informed concerning problems posed by the simulation and their implications for administrative action, so that he can guide the discussion effectively.

The skill of the discussion leader is certainly a very important factor in making the post-exercise discussion period an effective learning experience. Consequently, in the ongoing program, some training should be provided for discussion leaders. In conducting a discussion the leader should be guided by the following considerations. He should ensure that the discussion focuses on the simulation problem themes and should encourage the participants to maintain an exploratory approach rather than a categorizing approach to the problems. He should continually ask for alternative solutions and suggestions regarding possible consequences of these alternatives. He should strenuously avoid stereotyping either problems or behavior and should discourage this practice on the part of the participants.

An example of problem stereotyping occurred in the discussion that followed Exercise A. The principal, referring to the telephone call by the parent of the prospective teacher, said, "This is a case of the over-protective parent." This statement tended to inhibit further attempts at problem identification by participants. If the principal were to retain this interpretation of the problem, and act accordingly, the teacher would probably not accept appointment over the objection of her parents. The leader should discourage stereotyping by encouraging the participants to discuss possible causes of an event.

The leader should limit his participation in the discussion; he should encourage dialogue among the participants by asking for suggestions, by asking for comments on previous suggestions, and by asking the discussants to present reasons for all of their statements.

The leader should also refrain from categorizing the behavior of the principal in the exercise, especially in a dichotomous fashion. For example, in the discussion following Exercise B, the leader asked, "Is the (principal) a policy-setter or a policy-follower?" Instead he should encourage each of the participants to examine his own particular behavioral style and to attempt to respond flexibly to each individual situation.

Briefing procedures. Most of the interns felt that the pre-exercise briefing was inadequate. This briefing attempted to describe how simulation had been used in the past for education and training and how simulation might be integrated into the internship program. Following the suggestions of the interns, future briefings should employ more descriptive examples of the use of training simulations and there should be extensive use of audio-visual aids.

The roles of all of the participants should be carefully explained and sufficient time should be allowed for a question and answer period. In this context, it is essential that all the procedures used in the simulation support the idea that the simulation is to be employed as a training instrument rather than as a testing instrument. For example, if any data are to be collected, its intended use should be carefully explained.

Physical facilities. It is obviously not necessary to use closed-circuit TV in future simulations. All that is necessary is to have separate spaces for the behavioral organization and the embedding organization to function, means for them to communicate, and a place where observers can sit and watch.

Simulation in the ongoing internship program. If simulation is to be incorporated in the ongoing internship program, it must be integrated with the other activities of the program (the seminars and the apprenticeship), so that they complement one another. This would require an overall plan for the selection and sequencing of topics and activities.

For example, a seminar and a simulation covering the same topic might be scheduled close together in time. The seminar could then be used to explore the topic at a general, verbal level while the simulation would provide an opportunity for active involvement. The discussions following the simulation exercises would consider the actual behavior that occurred in response to specific, concrete incidents.

The apprentice aspect of the internship program could be integrated with the simulation in two ways. During their work with host principals, the interns could gather incident materials for incorporation in simulation scenarios and subsequently they could test in the host school the procedures that they previously tried out in the simulation.

In addition to its value as a training instrument, simulation can also be used as a diagnostic procedure, since it provides an actual example of behavior in a dynamic situation. This could be done by having a panel of expert observers view the behavior of the interns in the exercises and in the post-exercise discussions and predict the administrative areas in which each is likely to run into difficulty when actually in the schools. These predictions could be used to provide further practice or instruction.

Another variation in the simulation technique would be to use an experienced principal to provide a role model for the interns to observe. People with different styles should be used for comparison purposes.

It is quite obvious that simulation can also be used for test and selection purposes. However, its use for these purposes should be separated completely from its use as a training instrument.

APPENDIX A

Simulation Session A

Events sequence chart
Briefing for principal
Input items

EVENT SEQUENCE CHART - SESSION A

1. A Briefing

* 2. AOE-1 and AOE-1a (Org. chart & School Pop.) on desk

* AOE-2 thru 5 --- pre-basket

(1. & 2. given before simulation actually begins)

3. ACE-6 --- Call from Kelly

* 4. Sec. in with AOE-7 (to be signed) and AOE-8 through 11 and N.Y. Times (only for princ.)

* 5. Sec. in with ACE-12 (Peterson note) only if principal asks for it

6. ACE-13 --- Call from parent of prospective teacher (Mr. Ginsberg)

7. ACE-14 --- Call from Ednarb (complaints from teachers re: parents)

8. ACE-15 --- Call from Ednarb (Cuban teacher)

* 9. Sec. in with AOEs-16 & 18 (while princ. still on phone)

* 10. Sec. in with ACE-17 (tapes to Viet Nam letter)

* 11. Maybe, Sec. in with Extra OEs-1, 2, 3

* Sec. (and "Panel feeder") must bring these to principal (or Panel)

OPERATION LEADERSHIP

SIMULATION EXERCISE

SPRING 1967

SESSION A

Briefing for Principal

1. You are the principal of P.S. 999, located in district 67, in the Williamsburg section of Brooklyn. The school includes Grades pre-K through 5. The ethnic distribution of the student body is: Negro, 38%; Puerto Rican, 56%; Other, 6%. Your district superintendent is Meredith Kelly.
2. The time is Monday, October 2, 1967 and this is your very first day. You have just been assigned to the school. The previous principal, Mr. John Updike, was suddenly assigned to a new intermediate school. You have two assistant principals: Mr. Ralph Ednarb and Mrs. Blanche Segal. Mr. Ednarb has been in P.S. 999 for one year; Mrs. Segal, for three years.
3. There are a few rules which we would like you to observe:
   - a) You may use the telephone on your desk to call anyone you choose, but all calls must be placed through Mrs. Nancy Friday, your senior secretary.
   - b) You may not leave your desk, and you may not call any of your staff into your office for a face-to-face conversation. Instead, you may request information and give instructions by telephone. Please be specific and detailed when you do request information or give instructions.
   - c) All conversations will be recorded and all notes you make will be collected after the exercise.
4. The incidents which occur during the exercise happened in real life over a long period of time. We are asking you to react to them as if they occurred during a short interval in one day.

PUBLIC SCHOOL 999 BROOKLYN
DISTRICT 67

AOE-1

Meredith Kelly, Asst. Superintendent
John Updike, Principal

Ralph Ednarb, Asst. Principal
Blanche Segal, " "

SCHOOL ORGANIZATION
September, 1967

Secretaries

Mrs. Nancy Friday
Mrs. Nellie Jones
Mrs. Vivian Henry (Wednesdays)
Miss Rae Jaffee (Thursdays and Fridays)
Mrs. Alice Cohen (Mondays)

Class	Teacher	Room
5-1	Mrs. Monte	326
5-2	Miss Grimsey	334
5-3	Mr. English	338
5-4	Mrs. Miglario	312
*5-5		332
IGC4/5	Mrs. Topman	308
4-1	Mr. Smithe	318
4-2	Mrs. Rothberg	317
4-3	Miss Peluso	310
4-4	Mrs. Rapaport	328
3-1	Mrs. Holmann	330
3-2	Miss MacCauley	336
*3-3		300
3-4	Miss Allen	304
3-5	Miss Murphey	306
3-6	Mrs. Hernandes	340
*3-7		302
*2-1		230
2-2	Mrs. Raphael	226
2-3	Miss Klein	238
2-4	Miss Taylor	234
2-5	Mrs. Itkin	240
2-6	Mrs. Blum	232
2-7	Miss Torio	228

Mr. Jacobs - Guidance Couns. 110
Mrs. Kohn - School Nurse 136
Mrs. Lee - Special Reading Teacher 220
Mr. L. Johnson - Cust. Engr. 142

Class	Teacher	Room
1-1	Miss Cottell	208
1-2	Mrs. Peterson	200
1-3	Miss Leach	206
*1-4		202
1-5	Miss Somer	212
1-6	Mrs. Bloch	204
1-7	Miss Spencer	210
Kgn 1-2	Miss Eddy	128
3-4	Miss Abbote	130
5-6	Miss Nelkin	132
7-8	Mrs. Harris	134
PreK 1-2	Mrs. Brooks	100
3-4	Miss Weingart	102
5-6	Mrs. Stein	104
TMR 1	Mrs. Rizzo	106
TMR 2	Miss Neuman	108
CRT	Mrs. Dorkin	224
ECR	Miss Fischelli	214
ECR	Mrs. Richards	214
ECR	Mrs. Green	214
H. Ed.	Mr. Rivers	245
Science	Mr. Phillips	324
N.E.Coord.	Mrs. Kolemannes	112
S.A.T.	Mrs. Lewis	110
Art	Miss Banks	236
Library	Mrs. Tobin	217
Proj.I.S. 5/6	Vac.	313

Miss Hill - Speech Teacher 220
Mr. Williamson - Spec. Guidance 319

* No regular teacher for this class. Substitute is covering class.

AOE-1a

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BUSINESS AND ADMINISTRATION

Special Census of School Population - School Summary
September 22, 1967

SCHOOL P. S. 999
DISTRICT 67
BOROUGH Brooklyn
TELEPHONE 384 - 7990

Progress Grade	Composition of Register On September 29, 1967				For Bureau Use
	1 PUERTO RICAN PUPILS	2 NEGRO PUPILS	3 ALL OTHER PUPILS	4 TOTAL REGISTER	
Post Grad.					
12					
11					
10					
9					
8					
7					
6					
5	91	48	10	149	
4	100	61	4	165	
3	111	67	4	182	
2	110	73	5	188	
1	140	95	2	237	
C					
Jr. Guid.					
Ment.Hand.	11	9	3	23	
Phys.Hand.	10	3	0	13	
Kgn.	89	88	2	179	
Pre Kgn.	67	37	6	110	
Grand Total	729	481	36	1246	

Report Prepared By:

Mrs. Vivian Henry, Secretary
(Name and Title)

PRINCIPAL 10/3/67
(Signed and Dated)

AOE-2

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street
Brooklyn, New York

The following Resolution was unanimously approved by the Board of Education at its regular meeting, September 20, 1967.

4. INSTRUCTION IN FAMILY LIVING

The Hon. Mrs. Shapiro recommends the adoption of the following resolution:

> RESOLVED, That the Superintendent of Schools be, and he is hereby, directed to prepare a suitable program of instruction for all pupils in appropriate grades in the area of Family Living. This course of study shall include a sensitive presentation of the importance of understandings of sex as it relates to wholesome living, ethical, emotional and social maturity, as well as the reproductive process.

EXPLANATION

The personal insights achieved by our youth through the knowledge and understandings flowing from this course in Family Living will promote their physical health, psychological well-being and emotional stability. The aims of education will be further served by the support given to ethical values and sound interpersonal relations.

Work in the area of Family Living, including sex education, is already under way in non-public schools in this city and in other public schools throughout the country. The New York State Department of Education and the United States Office of Education are supporting work in this area.

Appropriate action by New York City schools has been requested at meetings held recently with representatives of more than seventy-five professional groups, parent organizations, local school boards, colleges, religious groups, and civic associations. A pilot project on Family Living is under way in Pilot Intermediate Schools.

The time has arrived for a concentrated, organized approach to instruction in the broad area of Family Living, including sex education, in the New York City public schools.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Office of Curriculum
110 Livingston Street
Brooklyn, New York 11201

AOE-2a

September 28, 1967

TO: Principals of All Day Schools

Ladies and Gentlemen:

Subject: Family Living, Including Sex Education

At its regularly-scheduled meeting of September 20, the Board of Education unanimously approved a resolution directing the Superintendent of Schools to prepare a suitable program of instruction for all pupils in appropriate grades in the area of Family Living, including sex education. A copy of the resolution by the Board is attached for your reference.

Implementation of the Board's action will begin in the spring, with the approval of the district superintendents involved, at the sixth-grade level in the 14 Pilot Intermediate Schools (I.S. 44 M, 70 M, 88 M, 117 M, 201 M, 131 X, 49 K, 218 K, 246 K, 8 Q, 59 Q, 61 Q, 126 Q, 145 Q). Prior to the initiation of the project in these schools, meetings will be held in the fall with the district superintendents and staff, parents, and members of the community. The program will also be introduced in other schools under the guidance of district superintendents.

It should be noted that the Board's resolution uses the term "sex education" in the broad sense to include discussions, Prek-12, concerning responsibilities of family members in a home, respect for family members and their contributions, family values, importance of wholesome recreation, maturational differences, standards for behavior in social situations, a wholesome attitude towards sex, the reproduction process, and related topics.

Curriculum dealing with sex education is being developed with the cooperation of parent and professional groups, civic and religious leaders, representatives of the Department of Health, Board staff, and others. Films, printed materials, and other teaching aids are being ordered for school use. Materials will be sent to schools as soon as available.

Very truly yours,

Helene M. Lloyd

HELENE M. LLOYD
Acting Deputy Superintendent

Approved: Nathan Brown
Executive Deputy Superintendent

Copy to: Assistant Superintendents (Staff and District)

Enc. (Resolution)

Special Circular No. 25, 1967 - 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September 21, 1967

TO DISTRICT SUPERINTENDENTS AND
ALL DAY SCHOOL PRINCIPALS

Ladies and Gentlemen:

SCHOOL TELEVISION SERVICE

Many Board of Education television programs, produced by our Bureau of Radio and Television, are being carried this year on WNDT/Channel 13. The Board has, therefore, resumed a relationship with WNDT to make it possible for teacher to utilize freely any programs on Channel 13. This is particularly important until our own station, WNYE-TV/Channel 25, goes on the air.

Below you will find listed the WNYE programs that are being broadcast in the Fall term on Channel 13, and the days and hours of broadcast on that channel. The teachers' guide material for these programs will be found in the WNYE-TV Manual which has already been distributed in quantity to all schools:

WNYE Series	Broadcast Time on WNDT/Channel 13	Teachers' Guide in WNYE-TV MANUAL Pages
Pocketful of Fun	Wed. 9:00; 1:00; Fri. 9:00; 1:00	8, 83
Places in the News	Tues. 10:25; 11:40; 2:05	23, 182
American Historic Shrines	Mon. 11:40; Wed. 2:05; Wed. 9:30	18, 143
Children of Other Lands	Mon. 10:45; Tues. 2:25; Wed. 9:30	20, 158
Music: U.S.A.	Tues. 9:30; Wed. 11:20; Fri. 2:05	32, 236
Understanding Science (4)	Mon. 1:30; Tues. 11:20; Wed. 9:50 Fri. 11:40	34
Exploring Science (5)	Mon. 11:20; Wed. 10:25; Fri. 9:50	35
Working with Science (6)	Wed. 2:25; Thur. 10:25; Fri. 11:20	36
Our Rights and Liberties	Fri. 10:25; 2:25	22, 174
Other Series in WNYE Manual		
Tell Me a Story	Mon. 11:05; Wed. 2:45; Thur. 1:15; Fri. 10:10	26
Exploring Language	Mon. 9:15; 2:05; Thur. 9:15; 2:05	28, 208
The Magic of Words	Fri. 11:05; 1:50; 2:45	30, 223

In addition, should your teachers wish to use other programs in the Channel 13 schedule not covered in the listing above, you will shortly receive two copies of the Channel 13 Manual for ready reference.

Once our own Channel 25 goes on the air, teachers will thus have an extended school television service that will allow not only more broadcast times for Board of Education programs but also an increase in the number of series available for use in the classroom.

Very truly yours,

Nathan Brown,
Executive Deputy Superintendent (Elect)

P.N. 22-500-517 AOE-4
Testing Program 1967-68

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

October, 1967

TO: District Superintendents Principals

Enclosed are the following important directives concerning the Testing Program of 1967-68. Please check them immediately and observe carefully the instructions contained therein.

If there are any questions, please call Mrs. Hoenig at 596-6974.

I - CITY-WIDE TESTING PROGRAM

1. Schedule of City-Wide tests for 1967-68.
2. Order Form for test materials (grades 3, 6, and 8) to be completed and mailed to the Bureau of Educational Research on or before October 9, 1967.
3. Invoice of test materials and instructions for administering the Metropolitan Reading Tests in grades 2 through 10 (October 16-18).

II - NEW YORK STATE TESTING PROGRAM

1. Instructions for administering the State tests in grade 1 (October 2-13) and grades 3, 6, and 9 (October 24 and 25).
2. Form indicating number of pupils excluded from New York State testing program, to be completed and mailed to the Bureau of Educational Research November 8, 1967.

III - SUMMARY OF FALL TESTING PROGRAM

Summary includes:

1. Dates of tests.
2. Dates tests are due at Office of District Superintendent.
3. Dates for pick-up of tests from Office of District Superintendent.
4. Scoring Center.

A-9

BOARD OF EDUCATION OF THE CITY OF NEW YORK AOE 4a

MONTHLY REPORT ON FIRE AND SHELTER DRILLS

SCHOOL P.S. 999 BOROUGH Brooklyn MONTH ENDING September, 1967

FIRE DRILLS						
Building	Date	Time		Time Elapsed		Code or Signal
		Alarm Given	Bldg. Vacated	Min	Sec	
Main	9/11/67	10:21	10:24	3		5.3.3
Main	9/27/67	2:55:15	2:58	2	45	5.3.3
SHELTER DRILLS						
Main	9/19/67	2:05	2:10	5		

See Fire Drill Regulation Chart for number of drills required and the Code for the type of drill given.

Mail Original Copy on or before the tenth day of the month as follows:

Elementary and Junior High Schools - Assistant Superintendent in Charge of District
Academic High Schools - Assistant Superintendent in Charge of the School
Vocational High Schools - Vocational High School Division
Special Schools -
"400" Schools and School for the Deaf) Child
"600" Schools) Welfare
"700" School) Division
Community Education -
Evening Adult School) Supervisor of Recreational
Day Classes for Adults) and Community Activities
Evening High Schools - Coordinator Evening High Schools
Evening Trade Schools - Coordinator Evening Trade High Schools

Signature of Principal________________ Date 10/3/67

AOE-5

THE NEW YORK TIMES
Times Square New York NY 10036

September, 1967

Dear Representative:

To complete our records, will you please send us the following information as soon as possible:

Name of School. . . . .
Last day of classes in June . . . .
Last delivery date of papers in June. . . . .
Does your school have summer sessions? . . . .
Will you continue as our representative next fall? . . . .
If not, who will? Name . . . .
Home address . . . .
. . . .
Home Telephone . . . .
First day of classes in September . . . .
Your Name . . . .
Home Address. . . . .
Phone Number. . . . .
Summer Address. . . . .
Summer Phone Number . . . .

Please use the enclosed envelope to return this form. Thank you for your cooperation.

Sincerely yours,

The New York Times
College and School Service

Input: Telephone call from Meredith Kelly covering the following points:

1. Welcoming the principal to District 67 and P.S. 999;
2. Alluding to the fact that the former principal, Mr. John Updike, had been assigned to a higher school;
3. Suggesting that Mr. Updike would be available to answer questions about P.S. 999 and District 67;
4. Suggesting that information about current school operations be obtained from Mr. Ralph Ednarb, the assistant principal (since Mrs. Segal, the other assistant principal is in the hospital), and alluding to the fact that Mr. Ednarb has been an A.P. for only one year. "But I understand he was quite effective and I'm sure he will be helpful";
5. Indicating that the Board of Education considers the problem of improving school-community interaction to be extremely important at this time, and requesting the principal to prepare a plan for accomplishing this objective in his community;
6. Indicating that Ass't. Superintendent Kelly would like to meet with the principal and his teachers in the near future to discuss various aspects of school-community interaction, and requesting that the principal provide an outline of the points to be discussed based upon his plan. (The meeting is to be held within two weeks--you may suggest Monday, October 16)

AOE-7

APPLICATION FOR FREE TRANSPORTATION PERMIT

(To be made out in duplicate)

P.S. 999, Brooklyn

Date October 2, 1967

Date of Trip	No. of Pupils	No. of Tchrs & Adults	Stations Trip Leaves From	Terminates at	Return Trip in Reverse	Place to be Visited
10/17/67	20	1	Nassau Ave.	Kennedy Airport	Yes	Kennedy Airport

Consent slips for above
trips are on file

Principal

21 Thorpe Street
Brooklyn, New York
Sept. 20, 1967

Dear Esther:

When you told me that the parents' association was interested in knowing something about the new principal the Board of Education had appointed, I thought I could help you. I have a lot of contacts at the Board of Education and in a lot of schools through the Custodians' Union. But I had no luck this time. Who is this guy? All I can find out is that he is white, and maybe everyone is taking that for granted. I wish I could help more, but I guess the president of your parents' association is going to have to find out for herself.

Sincerely,

Jacob A.

(Note:
Mrs. Green (Pres., Parents' Assn.)
brought this to me and I'm passing
it on to you.
Ednarb)

Mr. Principal:

I bring my boy to school in the morning at 8 o'clock. I have to be at work at 8:30 and I don't want him home alone or on the streets. He is only 7 years old and is a good boy. When it rains, like yesterday, he has to stand in the rain until the gates open. Mr. Principal, why can't he come in the school out of the rain? He is only 7 and he won't cause no trouble. Waiting in the rain will make him get sick and then I will have to stay home and lose my job. Please let him come in the school.

Respectfully,

Jose Vargas

Special Circular No. 27, 1967-68

AOE-10

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September 25, 1967

TO ALL SUPERINTENDENTS, PRINCIPALS, DIRECTORS,
AND HEADS OF BUREAUS

Ladies and Gentlemen:

POLIO IMMUNIZATION OF SCHOOL CHILDREN MANDATED BY LAW

This item supersedes and amends all previous circulars from all sources on this subject:

For New Admissions to the New York City Schools

The following information is relevant to registration for the spring term. Early registration periods are opportunities for alerting parents to new legal requirements.

The requirements of the law governing immunization of school children will be met if there is presented at the time of admission

1. A certificate or written statement by a physician that the child is adequately immunized against polio or is in the process of receiving such immunization, setting forth the dates and type of vaccine administered insofar as the information is available; or,
2. A written statement by the parent or person in parental relation to the child that the child has been immunized against polio, giving the information as to dates and type of vaccine received by the child insofar as is known. (This provision is intended to provide "certification" for those children who received their polio immunization at mass community clinics where individual immunizations were not recorded); or,
3. A written statement by a physician that polio immunization is medically contraindicated; or,
4. A written statement or other evidence that the parent, or parents, or person in parental relation to the child are bonafide members of a recognized religious organization whose teachings do not permit immunization.

The school registrar will enter the information submitted by the parent on the pupil health card (form 104s). The parent may then retain the certificate. If the parent has signed the 211s consent form, that fact is to be noted on the 104s.

For Children Attending School

The Health records of those children already attending school will be reviewed as soon as practicable by the School Health Service. For each pupil whose poliomyelitis immunization is found to be incomplete, the nurse will submit to the principal a 118S form (Department of Health) ready for the parent's signature; the principal should transmit this to the parent, explaining the necessary conditions for school attendance, and requiring early compliance.

The above information also applies to children in the Head Start Program.

AOE-11

N109-67/68

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATION INFORMATION SERVICES AND PUBLIC RELATIONS
110 Livingston Street, Brooklyn, N.Y. 11201

September 29, 1967

Information Memorandum

A new weekly information television series will begin on Monday, October 9, at 12:00 noon, when the Office of Education Information Services and Public Relations will present a 15-minute program entitled "School News and Interviews" on the Board of Education's new television station, WNYE-TV, Channel 25. Mr. James Macandrew, director of WNYE-TV, will be interviewed on this program after a short presentation of news about the school system.

Subsequent programs in the series will be presented regularly each week on Fridays at 4:00 PM and reshown the following Mondays at noon.

Secretary: Buzz Principal

1. There was a teacher to see you--Mrs. Peterson I think --she wanted to see you but you were on the phone with Mrs. Kelly and I didn't think you wanted to be disturbed.

2. She seemed quite upset--she left a note for you-- Do you want to see it now?

3. Secretary please note: If the principal asks to see Mrs. Peterson you reply that she is now teaching and cannot be reached.

ACE-12

Dear Sir:

As much as I hate to bother you with this problem I'm afraid the parent situation in my classroom is getting out of hand. I have taught first grade in pre-school as you well know, for 10 years and never before have I had so many disruptive visits from parents. These particular parents come in constantly wanting to know why their children aren't learning to read and write. These people seem to have no concept of a reading readiness program at the kindergarten level. If I have to stop every few minutes to try to explain this to some distraught mother, how can I ever carry out my lesson plan for the day?

I would greatly appreciate it if you could take care of this matter.

Ellen Peterson

Comments: I'm concerned about the safety of my daughter. It's not as if I don't know the neighborhood; I was born there, you know. I never thought I'd live to see the neighborhood like this! It's such a shame. What a garden it used to be. How many of "those people" do you have down there? I hear it isn't safe to walk the streets. A parent can't be too careful.

If Principal Suggests a Meeting:

Parent's Response: Can't visit school for three days because I'm busy. Can't visit between 8 AM and 4:30 PM.

Mr. Ednarb calls principal:

1. Mr. Ednarb has been receiving a number of complaints from teachers that parents are overrunning the school at entrance and dismissal time.
2. Mr. Ednarb asks the principal for instructions.

Notes:

1. If the principal asks Mr. Ednarb to take care of the situation, Mr. Ednarb should ask for a statement of policy.
2. If the principal asks Mr. Ednarb for suggestions, he should restate the situation (with variations).
3. If the principal wants to discuss the problem, Mr. Ednarb should not offer any suggestions but should reflect the principal's ideas.

Mr. Ednarb calls principal:

1. Vacancy exists for an Auxiliary teacher.
2. Board sent a Spanish-speaking teacher who is Cuban.
3. (Mr. Ednarb) interviewed her and found that she is pleasant, good educational background, has no knowledge of Puerto Rico.
4. What should we do?

Notes:

1. If the principal asks what happened to the previous Auxiliary teacher: She quit to have a baby.
2. Try not to identify problem for principal.

OFFICE OF THE ASSISTANT SUPERINTENDENT
DISTRICT 67
Mrs. Pearl V. Kelly
223 Spring Avenue
Brooklyn, N. Y. 11206

AOE-16

October 2, 1967

TO: HEADS OF ELEMENTARY SCHOOLS

RE: IN-SERVICE TRAINING OF PRE-KINDERGARTEN AND KINDERGARTEN STAFFS

Ladies and Gentlemen:

The first in-service training session for all personnel will be held on Thursday, October 12, 1967, in the Auditorium of J.H.S. 49 from 3:15 P.M. to 5:15 P.M.

Please inform all members of the Pre-Kindergarten and Kindergarten staffs: teachers, aides, educational assistants, family workers and family assistants, that they are to attend.

Necessary arrangements should be made to make up the hours of those personnel (family workers, family assistants, teacher aides) who must be free at 3:00 P.M. They may begin work early or stay later on another day. On this day, educational assistants may begin work later (11:00 A.M. - 3:00 P.M.)

Please distribute one copy of the Pre-Kindergarten or Pilot Kindergarten In-Service Training Certification to each staff member involved. (See Child Development Program--Memorandum No. 12) so that I may sign for their attendance.

Rose Pernice
Early Childhood Supervisor

ACE-17

PUBLIC SCHOOL 999
30 Cook Avenue
Brooklyn, N.Y. 11206

October 2, 1967

OFFICE OF THE PRINCIPAL

Dear Parents and Friends of P.S. 999,

There are many families and relatives of our children who have sons serving in the Armed Forces. We all know how wonderful it is to receive a letter from home; it is even more wonderful to receive a "talking letter."

It is our understanding that all servicemen, even in Vietnam, have facilities available to listen to tape recordings. Therefore, we are offering you a chance to make a tape recording--"talking letter"--which can be mailed to your son or relative in the Armed Forces. At the same time, you can tell your serviceman that we have facilities to allow you to listen to a tape which he might be able to make wherever he is serving.

If you are interested in making a "talking letter" or in playing back one that you have received, please visit our school, P.S. 999, to make arrangements.

See Mrs. Lewis in Room 110 or Mrs. Kolemannes in Room 112 on any school day from 1 P.M. to 2 P.M.

Sincerely yours,

PRINCIPAL

- -

2 de octubre, 1967

Estimados Padres y Amigos de P.S. 999,

Hay muchas familias y perientes de nuestros ninõs que tienen hijos en las Fuerzas Armadas. Todos nostros sabemos lo bien que uno se siente cuando recibe carta de alguna persona de nuestra familia--y mucho mejor si es una "carta hablada."

Tenemos entendido que todo soldado (aun en Viet Nam) tiene facilidades de poder oir cintas grabadas. Por lo tanto nosotros le ofrecemos a ustedes la oportunidad de grabar una "carta hablada" que puede ser enviada a su hijo o pariente que este en las Fuerzas Armadas. Al mismo tiempo pueden ustedes informarle a la persona en el ejercito que nosotros le proveemos a ustedes las facilidades de escuchar las cintas grabadas que ellos le manden a ustedes.

Si usted está interesado en grabar una "carta hablada" o en escuchar una cinta que haya recibido, por favor visite nuestra escuela, P.S. 999, para hacer los arreglos necesarios.

Vea a Sra. Lewis en el salón 110 o al Sra. Kolemannes en el salon 112 cualquier dia--de lunes a viernes, DE 1:00-2:00 P.M.

Muy atentamente,

DIRECTOR

Comments by secretary when she brings in letter re boys in Armed Forces:

1. Mr. Ednarb had suggested to Mr. Updike that such a letter be sent out.
2. Updike had told Ednarb to draft a letter and that he'd think about the idea.
3. This is the letter drafted by Mr. Ednarb. He asked me (secretary) to bring it to you after I had typed it up.

A-25·1

Special Circular No. 28, 1967-1968

AOE-18

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September 29, 1967

TO ALL PRINCIPALS OF DAY SCHOOLS
AND ALL SUPERINTENDENTS

Ladies and Gentlemen:

METROPOLITAN COUNCIL B'NAI B'RITH HUMAN RELATIONS AWARDS - 1967-68

For the twenty-first consecutive year, the Metropolitan Council of B'nai B'rith is presenting its Human Relations Awards to public schools which have distinguished themselves by their outstanding activities in the field of Human Relations. Each award consists of a handsomely laminated Citation plaque and a set of books approved for inclusion in the school Human Relations Library.

Each of the thirty District Superintendents will be responsible for selecting the school in his district to receive the Award. It may be an elementary, intermediate, junior high or senior high school. The Citation will be awarded for the Human Relations programs and activities of the student body, the faculty, the Parents Association and/or the school-community as a whole. Representatives of the Citation winners will be invited to attend the Award Presentation Ceremony, to be held at the Board of Education in June. This year, three additional schools will be selected by each District Superintendent to receive Honorable Mention plaques in recognition of their Human Relations activities.

Among the criteria to be used in judging the programs or projects described are the following:

1. Students' motivation and/or students' involvement in project and/or program.
2. Imagination and creativity involved in the implementation of the program.
3. Parents Association and community involvement, motivation, initiative, and impact.
4. Tools and skills employed in creative interaction of the racial, religious and ethnic groups in the school and community.

This year's Awards will be decided on the basis of the school's description of a Human Relations project or of its success in meeting one or two major problems in Human Relations during the current year. This description may be composed by the principal, or by the designated School Human Relations Coordinator, or by a Human Relations Committee of the school and/or the Parents Association.

Your application, which may be submitted on the attached blank, is due in the office of your District Superintendent by Friday, April 5, 1968. In view of this, the following procedure is suggested to the principal of each school.

A. Designate one faculty member as Human Relations Coordinator for the school. A student leader such as the G.O. President, etc., may be appointed to cooperate in this activity, as well as an interested member of the community or the Parents Association.

B. Such Human Relations Coordinator, together with others appointed to cooperate with him, may be asked to be responsible for keeping a record of the various aspects of the Human Relations Project which you describe in your application.

Each District Superintendent will personally or through a district committee examine or evaluate all such applications and select the school in his district to be the recipient of the B'nai B'rith Human Relations Award, as well as the three to be designated for Honorable Mention.

By Monday, April 15, 1968, each District Superintendent will send the applications of the District Award Winner and the three Honorable Mentions to Mr. Arthur Rosenbluth, Executive Secretary of the Metropolitan Council of B'nai B'rith, 315 Lexington Avenue, New York, N. Y. 10016.

The continuing interest and encouragement of the Metropolitan Council are important contributions to our efforts to promote attitudes and activities consistent with good human relations. I urge most strongly that every school participate in this contest.

Very truly yours,

BERNARD E. DONOVAN
Superintendent of Schools

APPENDIX B

Simulation Session B

Events sequence chart
Briefing for principal
Input items

EVENT SEQUENCE CHART - SESSION B

1. B Briefing

* 2. Leftovers from Session A (including org. chart and school pop.)
(1. & 2. given before simulation actually begins)

* 3. BOE-1 through 7 and BCE-8 (on top; last year's rules) via Sec.

* 4. BCE-9 a&b (reasons for rejecting appointment & letter from Carolyn Greenspan) via Sec.

5. BCE-10 --- Call from Ednarb (re: Hernando Garcia, boy with sick mother)

* 6. BCE-11 (lunchroom letter) and BOE-12 through 15 via Sec. (also N.Y. Times for princ.)

7. BCE-16 --- Call from Kelly

8. BCE-17 --- Call from Ednarb (re: info to community)

* 9. BCE-18 (page from School paper, re: trip to Puerto Rico) via Sec.

10. BCE-19 --- Call from Mr. Wilson (principal of P.S. 905)

---

* 11. Maybe, Extra OEs - 1, 2, & 3 via Sec.

* Sec. (and "Panel feeder") must bring these to principal (or Panel)

OPERATION LEADERSHIP

SIMULATION EXERCISE

SPRING 1967

SESSION B

Briefing for Principal

1. Today is Tuesday, October 3, 1967, the day after the last exercise.

2. Any material that was in your in-basket at the end of the last session is there today.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF PERSONNEL AND TEACHER TRAINING

BOE-1

APPLICATION FOR EXCUSE OF ABSENCE WITHOUT PAY

1 Last name(Print) First name Initial	2 Date of application Month	Day	Year	3 Teacher's File No.
Cottell Linda J.	10	2	1967	8247631

4 School	5 Borough	6 Position	7 Marital Status
P.S. 999	Brooklyn	Teacher-first grade	single

8 Date of Appointment to N.Y.C. Schools	9 Total years of teaching service in N.Y.C. and other school systems	Years	10 Sex M	F	11 Duration of absence Da.	Hrs.	Min.
Feb. 2, 1967		1/2		X	5		

12 Write name of month. Check with an X those days on which absence occurred or will occur

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Nov.													x	x	x	x	x														

13 Reason for Absence(Check One)

☐ 1 Personal illness
☐ 2 Personal business
☐ 3 Illness in family
☐ 4 Death in family (See No. 2 over)
☐ 5 Funeral of person not in the family(See 2 over)
☐ 6 Attendance in court (See 3 over)
☒ 7 Miscellaneous(Describe)

I am getting married during the second week of November which is the only time my parents can make the trip from Oregon.

14 Signature of teacher ____________________

Home Address 89-15 172 Street
Jamaica, N. Y. Zone 11432

ACTION OF PRINCIPAL

Date ____________, 19__

I hereby certify that the statement made as to the number of days and dates of absence is correct. I recommend that this application be (granted)(denied). ____________________ Prin.

ACTION OF ASSISTANT SUPERINTENDENT

Date ____________, 1967

I (approve)(disapprove) this application ____________________ Ass't.Supt.

Applications should be endorsed by the principal and forwarded to the appropriate assistant superintendent. Those bearing the approval of both assistant superintendent and principal, should be returned to the principal for the school files. Applications not approved by the principal and/or assistant superintendent should be forwarded by the superintendent to the Bureau of Appointment in the Division of Personnel and Teacher training.

B-4

BOE-1

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF PERSONNEL AND TEACHER TRAINING

APPLICATION FOR EXCUSE OF ABSENCE WITHOUT PAY

1 Last name(Print)	First name	Initial	2 Date of application Month	Day	Year	3 Teacher's File No.
Hernandes	Anita	L.	10	2	1967	3478894

4 School	5 Borough	6 Position	7 Marital Status
P.S. 999	Brooklyn	Teacher-third grade	married

8 Date of Appointment to N.Y.C. Schools	9 Total years of teaching service in N.Y.C. and other school systems Years	10 Sex M	F	11 Duration of absence Da.	Hrs.	Min.
Sept. 1965	2		X	2		

12 Write name of month. Check with an X those days on which absence occurred or will occur.

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Sept.																											x	x			

13 Reason for Absence(Check One)

- ☐ 1 Personal illness
- ☐ 2 Personal business
- ☒ 3 Illness in family
- ☐ 4 Death in family (See No. 2 over)
- ☐ 5 Funeral of person not in the family (See 2 over)
- ☐ 6 Attendance in court (See 3 over)
- ☐ 7 Miscellaneous(Describe)

14 Signature of teacher ____________________

Home Address 118 Walabout Street
Brooklyn, N. Y. Zone ________

ACTION OF PRINCIPAL

Date ____________, 19__

I hereby certify that the statement made as to the number of days and dates of absence is correct. I recommend that this application be (granted) (denied). ____________________ Princ.

ACTION OF ASSISTANT SUPERINTENDENT

Date ____________, 19__

I (approve)(disapprove) this application ____________________ Ass't.Supt.

Applications should be endorsed by the principal and forwarded to the appropriate assistant superintendent. Those bearing the approval of both assistant superintendent and principal, should be returned to the principal for the school files. Applications not approved by the principal and/or assistant superintendent should be forwarded by the superintendent to the Bureau of Appointment in the Division of Personnel and Teacher training.

B-5

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF PERSONNEL AND TEACHER TRAINING

BOE-1

APPLICATION FOR EXCUSE OF ABSENCE WITHOUT PAY

1 Last name(Print)	First name	Initial	2 Date of application Month	Day	Year	3 Teacher's File No.
Williamson	Steven	T.	10	2	1967	3452110

4 School	5 Borough	6 Position	7 Marital Status
P.S. 999	Brooklyn	Spec. Guidance Couns.	married

8 Date of Appointment to N.Y.C. Schools	9 Total years of teaching service in N.Y.C. and other school systems	Years	10 Sex M	F	11 Duration of absence Da.	Hrs.	Min.
Sept., 1962		5	x		2		

12 Write name of month. Check with an X those days on which absence occurred or will occur.

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Oct.										x	x																				

13 Reason for Absence(Check One)

☐ 1 Personal illness
☒ 2 Personal business
☐ 3 Illness in family
☐ 4 Death in family (See No. 2 over)
☐ 5 Funeral of person not in the family (See 2 over)
☐ 6 Attendance in court (See 3 over)
☐ 7 Miscellaneous(Describe)

14 Signature of teacher ______________________

Home Address 118-07 115 Avenue
Ozone Park, N. Y. Zone 11420

ACTION OF PRINCIPAL

I hereby certify that the statement made as to the number of days and dates of absence is correct. I recommend that this application be (granted)(denied). ______________________ Princ.

Date ______________,19__

ACTION OF ASSISTANT SUPERINTENDENT

Date ______________,19__

I (approve)(disapprove) this application ______________________ Ass't.Supt.

Applications should be endorsed by the principal and forwarded to the appropriate assistant superintendent. Those bearing the approval of both assistant superintendent and principal, should be returned to the principal for the school files. Applications not approved by the principal and/or assistant superintendent should be forwarded by the superintendent to the Bureau of Appointment in the Division of Personnel and Teacher training.

BOE-2

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF PUPIL TRANSPORTATION
42-15 Crescent Street
Long Island City, New York 11101

CERTIFICATION OF PUPILS ELIGIBLE FOR FREE CONTRACT BUS SERVICE

School P.S. 999 (NAME OR NUMBER) Brooklyn (BOROUGH)

Address 30 Cook Avenue, Brooklyn, N. Y. 11206

The following is a summary of the number of pupils eligible to receive free contract bus service as of the last school day of September (MONTH)

(a) NORMAL

Distance from School	Number Eligible For Transportation
1/2 mile to 1 mile	
1 mile to 1-1/2 miles	
1-1/2 miles and over	
Total	

(b) OPEN ENROLLMENT:

1/2 mile to 1 mile	
1 mile to 1-1/2 miles	
1-1/2 miles and over	
Total	

(c) RETARDED: 22

I hereby certify that the above listing is complete and accurate and that there is a Bus Transportation Eligibility Card on file in the school for each student included in the summary.

Signature of Principal

October 3, 1967
Date

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

GENERAL CIRCULAR NO. 3, 1967 - 1968

September 29, 1967

TO ALL SUPERINTENDENTS, PRINCIPALS,
DIRECTORS AND HEADS OF BUREAUS

Ladies and Gentlemen:

Item 1. MAILING OF TIME SHEETS OR CARDS

In order to insure that School Aides and hourly School Lunch Personnel receive their pay checks on schedule it is essential that the time sheets or time cards be mailed from the schools on time.

Time sheets or cards must be mailed immediately after the close of business on the last day of each payroll period. They should be mailed to the Payroll Unit, Room 606, at 131 Livingston Street, Brooklyn, New York 11201.

Failure to mail time reports promptly will result in delays in the payment of employees.

Item 2. LIBRARY BOOK REQUISITIONS

Requisitions for library books 1967 - 1968 will be due at the Bureau of Supplies on November 21 instead of October 17. This change is necessary because of the delay in delivery of the Interim Revision Combined Print-Out of the Secondary List.

Item 3. FEDERALLY FUNDED PROJECTS

All submissions of proposals for anything that is to be federally funded are to be channeled through Assistant Superintendent Jacob Landers, Room 1004, Board of Education, 110 Livingston Street, Brooklyn, New York 11201.

Item 4. ANNUAL NEGRO HISTORY ESSAY CONTEST

The National Sorority of Phi Delta Kappa, Theta Chapter, announces its Annual Negro Essay Contest on the topic, "Negro History in An era of Changing Human Relations." Prizes and awards for winners will be made during Brotherhood Week, commencing October 22, 1967.

Printed announcements concerning all details of the contest may be obtained from the chairman, Mrs. Carrie L. Smith, National Sorority of Phi Delta Kappa, 575 Herkimer Street, Apt. 7B, Brooklyn, N. Y. 11213.

Item 5. CORRECTION IN SPECIAL CIRCULAR NO. 12, dated 1967 - 1968

Will you please make the following correction in Special Circular No. 12, dated September 11, 1967.

In Item 2., Section B., Subdivision 2., on the fourth line, change the word "psychiatry" to "Physiatry."

GENERAL CIRCULAR NO. 3, 1967 - 1968

Item 6. Air Raid Siren Coverage

On Thursday, October 19, 1967, at 12 o'clock noon there will be a seven-second City-wide equipment test of public sirens. All schools will audit this test.

If the siren is not heard at your building location please notify Mr. James McQuillen, Director for the Schools Emergency Division, 110 Livingston Street, Brooklyn, New York 11201, as soon as possible. This notification should be in writing and a postal-card is suggested.

Very truly yours,

BERNARD E. DONOVAN
Superintendent of Schools

B-8.1

BOE-4

Special Circular No. 23, 1967 - 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September 20, 1967

TO ALL SUPERINTENDENTS, PRINCIPALS,
DIRECTORS, AND HEADS OF BUREAUS

Ladies and Gentlemen:

NOTE: Please give these two items concerning teacher professional associations and community organizations as much publicity as you can. Replies or inquiries concerning items No. 1 and No. 2 should be directed to the persons named, as indicated below.

Item 1. Calendar of Activities of Teacher Professional Associations and Community Organizations.

In the past it has happened frequently that two or more organizations scheduled luncheons, banquets, general meetings, or other functions on the same date and at the same time. Thus, for possible guidance in the selection of dates, it is suggested that the 1966-1967 edition of the Calendar of Association and Organization Activities be consulted. This was issued on November 16, 1966 as Special Circular 31, 1966-1967. In the event of conflicting dates, organization heads could discuss the matter and resolve the problem before a definite date or commitment is made.

Therefore, if an association or organization wished to send in material for inclusion in the Calendar this year, the following information, submitted in the order given in steps 1-6, must be sent in writing to Mr. S. Charles Caruso, Administrator, Office of the Superintendent of Schools, 110 Livingston Street, Brooklyn, New York 11201, on or before Friday, October 20, 1967. (This is a definite, final date.) See introductory NOTE. On the basis of the replies received, a Special Circular will be issued, in the early part of the school year.

1. The full name of the organization, address, and telephone number
2. The full name and title of the official whom to address
3. The EXACT date for which the activity is scheduled
4. The time the activity will begin and when it will end
5. The place where the activity will be held
6. The nature of the activity, e.g. banquet, luncheon, conference, general meeting, etc.

Please note the following controlling factors, particularly Item No. 3*

1. Data should be given only for the activity to which the organization is DEFINITELY committed.
2. No changes can be made after the Special Circular is issued.

3. Data should NOT be submitted for small or frequent meetings, such as a tea for an intimate group, a monthly or bi-monthly business meeting limited only to members, and the like.
4. Choice of what entries to include and editing of materials must rest with Superintendent of Schools.

Item 2. Up-to-date list of Names and Addresses of Organizations

Obviously, it will be of mutual benefit if at all times this office has an up-to-date mailing list of the various teacher professional organizations and community associations.

This circular is being sent to the various groups for which we now have data. Each is asked to check its name and address and the title of the official to receive communications--all as shown on the envelope--and to inform Mr. Jerome G. Kovalcik, Assistant Superintendent in Charge, Office of Education: Information Services and Public Relations, on or before, Friday, October 27, if the data are or are not correct. See introductory NOTE. If a reply is not received it will be understood that the organization wishes its name to be dropped from the list. On the basis of these replies a circular to the schools will be issued.

Organizations not listed are invited to supply the necessary mailing data as here indicated. If, after October 27, there is a change in the address data of an organization, it is requested that Mr. Kovalcik be informed so that the list may be correct at all times.

Very truly yours,

BERNARD E. DONOVAN
Superintendent of Schools

BOE-5

Special Circular No. 30, 1967 - 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September 29, 1967

TO ALL SUPERINTENDENTS AND PRINCIPALS
OF ALL SCHOOLS

Ladies and Gentlemen:

CONTINUED VALIDITY OF "923" LICENSES

About 4,000 teachers were licensed in 1963 as a result of special examinations for experienced substitutes held in compliance with Chapter 923, Laws of New York State, 1962, commonly referred to as the "923" examinations. The law required teachers licensed in these examinations to complete eligibility requirements for the regular licenses by July 1, 1966. Each teacher licensed in these examinations received a special notification from the Board of Examiners in May, 1964 setting forth the specific requirements for his or her license and the date for completing these requirements.

Please note that neither the Superintendent of Schools, nor the Board of Education, nor the Board of Examiners has the power to grant time extensions for meeting requirements or to waive requirements which are established by law.

Teachers licensed in these examinations are now required to submit evidence of completion of requirements by the specified date. The Board of Examiners will communicate shortly with these teachers indicating procedures for submitting the necessary evidence. The licenses of teachers who do not respond to this notice by November 6, 1967 will be terminated as of June 30, 1967.

Teachers serving under "923" licenses are requested to observe the following:

1. Do not send evidence to the Board of Examiners until requested to do so.

2. If you do not receive a notice concerning the validation of your license by October 25, 1967, write immediately to the Board of Examiners, giving your name, address, file number, and the exact title of your license. Address the letter to:

Mr. Rex Manis
Room 414
Board of Examiners
110 Livingston Street
Brooklyn, N. Y. 11201

3. If your name or address has been changed since filing for the license in 1962, write immediately to Mr. Rex Manis, Room 414 of the Board of Examiners, indicating:
    a. Name under which you filed the application
    b. File number
    c. Exact title of your license
    d. New name (or new address)

4. Please do not telephone to the Board of Examiners concerning the validation of your "923" license. If you have any questions, communicate in writing with Mr. Rex Manis, Room 414, Board of Examiners, indicating your name, file number, and exact title of the license.

Very truly yours,

NATHAN BROWN
Executive Deputy Superintendent

Special Circular No. 35, 1967 - 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

October 2, 1967

TO DEPUTY AND ASSISTANT SUPERINTENDENTS,
DIRECTORS, BUREAU HEADS AND PRINCIPALS
OF ALL DAY SCHOOLS

Ladies and Gentlemen:

ETHNIC CENSUS OF ADMINISTRATIVE (NON-PEDAGOGICAL) EMPLOYEES

In order to provide current statistics on employees of the Board of Education, as requested by the Superintendent of Schools for the Board of Education, it is necessary to review the ethnic composition of personnel in administrative (non-pedagogical) positions.

Principals should concern themselves only with the reporting of School Aides, inasmuch as the Bureau of School Lunches will report all School Lunch Employees and the Office of School Buildings will report all Custodians and Elevator Operators.

In the conduct of this survey no names will be mentioned, no permanent records will be kept, no payroll cards will be marked and no individuals will be questioned as to race or nationality. Based on his personal knowledge, each supervisor will be asked to rely exclusively upon his own judgment of the ethnic identity of all members of his group.

ETHNIC CLASSIFICATION

In order to resolve doubtful cases, the following rules are offered:

> Count as Negroes all persons who so consider themselves, all persons of mixed Negro and White descent and all English-speaking colored persons. But do not count as Negroes persons born in Puerto Rico or either of whose parents were born in Puerto Rico even though they are of dark complexion.
>
> Count as "all others in title" all employees in the job title who are not Negro.

Each unit supervisor shall record on the appropriate white form the number of Negro and "Other" employees under his immediate supervision, including himself, as of October 2, 1967. Please note that Form P.D. 201 is the Unit Report for Part-time employees and Form P.D. 202 is the Unit Report for Full-time employees. Additional copies of these forms may be obtained from the Personnel Division, Extension 4086.

The following instructions will serve to guide the immediate supervisor in completing the two forms:

Special Circular No. 35, 1967 - 1968

1. List every job title as it appears on the September 29, 1967 payroll.
2. Write out the job title in full; do not abbreviate.
3. Do not list the same job title more than once.
4. Do not omit any job title unless there are no current employees in that title.
5. Do not substitute office titles for payroll titles.
6. Arrange the job titles in alphabetic order to facilitate consolidation of Bureau Reports into the agency (Board of Education) report.
7. Count the number of Negroes and all others in title for each job listed in column one. Totals should agree with the number of active names on payroll for September 29, 1967.

Any employee receiving salary or part salary on this payroll is considered an active employee.

Each unit supervisor shall then submit the report for his unit to the Bureau Reporting Supervisor.

WHERE AND WHEN TO SUBMIT ETHNIC REPORTS

Summary Report Form P.D. 205 listing SCHOOL AIDES should be prepared by the school in which the School Aides are employed.

Bureau Reporting Supervisors should report employees as follows:

Part-Time Employees--Summary Report Form P.S. 203

Full-Time Employees--Summary Report Form P.D. 204

These reports are to be forwarded to Mr. Robert F. Marron, Assistant Secretary, 110 Livingston Street, Brooklyn, New York 11201, no later than the close of business on Friday, October 20, 1967.

ADDITIONAL INFORMATION

Should any technical questions arise concerning the ethnic census telephone Mr. Edward W. Pape, 596-4086.

Your cooperation in the preparation of this report is sincerely appreciated.

Very truly yours,

THEODORE H. LANG

BOE-6a

To: All Schools
From: Ass't. Supt. Kelly's Office

October 2, 1967
2:10 P.M

RE: ETHNIC CENSUS
Special Circular No. 35

Family Workers and Teacher Aides in Pre-Kgn. classes must be included as School Aides.

If there are any questions re this Census, telephone
875-7874

A. Sinnreich

Special Circular No. 31, 1967 - 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September 29, 1967

TO DISTRICT ASSISTANT SUPERINTENDENTS
AND ELEMENTARY SCHOOL PRINCIPALS

Ladies and Gentlemen:

To improve the quality of elementary school science teaching and to broaden the scope of elementary science, the Center for Urban Education is sponsoring a three-year intensive in-service graduate program in science with the cooperation of the State Department of Education, Hunter College, New York University, Teachers College, and our Board of Education.

Twenty teachers will be enrolled in each of the three colleges for the spring term of 1968 for their first course. These teachers will complete their first course during the fall term of 1968 and begin their second course in the spring term, 1968. Following this pattern, they will complete three science courses over a period of six semesters. Teachers will receive full tuition scholarships and six graduate credits each year.

Candidates, to be eligible for participation in this graduate program, must be regularly licensed elementary school teachers, science coordinators, or assistant principals with three years of elementary classroom experience. All applicants must be able to meet the requirements for admission into the graduate school to which they apply. The selected applicants must signify their intention to take the full three-year course which will be devoted to one year in each of the three major areas: the biological sciences, the physical sciences, and the earth sciences.

Kindly bring the contents of this circular to the attention of your teachers and supervisors. In order to apply for admission, teachers and supervisors who wish and are eligible to participate should complete and mail the application to the college of their choice on or before December 1, 1967.

Each applicant must secure the approval of the principal of his or her school.

Further information concerning the contents of this circular may be obtained by communicating with Mr. Samuel Schenberg, Director of Science, 131 Livingston Street, Brooklyn, New York 11201.

Very truly yours,

BERNARD E. DONOVAN
Superintendent of Schools

Comments by Secretary to Principal as she brings in BCE-8:

These are the rules which Mr. Updike had last year.

Mr. Ednarb wants to know if these are to be posted.

P. S. 999

RULES PERTAINING TO ARRIVAL AND DISMISSAL

I. The gates leading to the schoolyard will be opened at 8:30 a.m. and closed at 5 p.m. every school day.

II. No person except school children shall be allowed in the yard from 8:30 a.m. to 3:15 p.m.

III. Parents who accompany their children to school before the morning and afternoon sessions will leave their children at the school gates.

IV. Parents who pick up their children at noon and at 3 p.m. will wait for them at the outside of school gates.

V. All visitors to the school must report to the general office for permission to visit a classroom.

VI. Parents are not permitted in or near the lunchroom at anytime.

Mr. John Updike
Principal

BOARD OF EDUCATION OF THE CITY OF NEW YORK BCE-9

SCHOOL	BOROUGH ZONE	ADDRESS	TELEPHONE

OFFICE OF THE PRINCIPAL

REASONS GIVEN BY PROSPECTIVE TEACHERS FOR REJECTING APPOINTMENT

1. I am inexperienced and feel that I would not be successful with Puerto Rican and Negro children.
2. Even though P.S. 999 is within 1-1/2 hours of my home, I prefer to wait for an appointment closer to home. My parents feel that the trip on the subway would be too risky.
3. P.S. 999 is too far from Adelphi, where I am now getting my master's degree.
4. The people in the neighborhood seem foreign, and I would feel uneasy walking to the school from the subway.
5. My fiancee has accepted a job in Dallas, and we plan to move there as soon as we are married.
6. My parents do not want me to work in such a neighborhood.
7. My husband would prefer that I work in an area that is closer to our home.

348 Sterling Place
Brooklyn, N. Y. 11225

September 6, 1967

Mr. John Updike, Principal
Public School 999
30 Cook Avenue
Brooklyn, N. Y. 11206

Dear Mr. Updike:

I thank you for your kindness and consideration at my recent interview. You made the prospect of teaching in your school seem exciting, and I feel I would be happy teaching there.

However, my parents have been arguing with me all week. They are afraid that working in such a neighborhood would be dangerous. I am not sure exactly what they are fearful of, but since they would be so worried, I think that I should not be the cause. They have persuaded me to ask for another appointment.

This letter seems to place the responsibility for my decision on my parents. I am sorry, but that is where the responsibility does lie. I am only 22 years old, and I have been raised to consider my parents' feelings.

Very truly yours,

Carolyn Greenspan

Mr. Ednarb calls:

1. Reports following incident:
    - a) Bitter complaint by Mr. English (Class 5-3), concerning a boy (Hernando Garcia) who has been continually late in arriving in the morning and will give no reasons;
    - b) Punishment does no good;
    - c) Ran out of class when given a tongue-lashing;
    - d) Mr. Ednarb talked to boy and discovered that his mother is in hospital and that he has been doing all the housework, shopping, and taking care of three younger brothers and sisters.
2. Mr. English is a good teacher with an excellent record. However, he doesn't know how to handle Puerto Rican children.
3. Many of our teachers seem to have the same kind of trouble.

Notes: 1. The point of this input is to suggest that an important aspect of school-community interaction is that the teachers acquire an understanding of the customs and economic problems of ethnic minorities.

BCE-11

10 Octubre, 1967

Mr. Principal:

We take good care of our kids. We teach them manners. We want them to be polite. We want them to do good in school. We want to no why can't we come to the lunchroom when our kids eat and watch. We don't want to make trouble. We want to help.

Mrs. Emanual Lopez

BOE-12

WILLIAMSBURG COMMUNITY PROGRESS CENTER
HEAD-START REFERRAL PROGRAM

NOTE: This is not an official referral form. It is to be returned to the Williamsburg Community Progress Center, by the schools. It is for record purposes only.

Date Sept. 26, 1967

To be completed by CAC Staff Member.

Name of applicant Irene Arikines

Address 2243 Lewis Avenue, Bklyn.

This applicant resides in the community and appears to meet the income qualifications for this position. Statement of Residence and Income form was seen and evaluated.

Applicant was referred to: School ______

For the position of:

☐ Family Worker

☒ Teacher Aide

Elaine Smith
CAC Staff Member Signature

2
CAC Number (fill in)

To Be Completed By Principal

The above applicant was

☐ Hired

☐ Not Hired

Reason ______

Signature of Principal ______

ATTENTION: Principal - Please return this copy to Dr. Davidovics, Williamsburg Community Progress Center, 815 Broadway, Brooklyn, N.Y. 11206

Special Circular No. 26, 1967 - 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September 22, 1967

TO ALL SUPERINTENDENTS, PRINCIPALS
AND HEADS OF SCHOOLS

Ladies and Gentlemen:

PUPIL DISCIPLINE AND BEHAVIOR

The overwhelming majority of the pupils in our schools are good citizens, cooperating with their teachers in a sincere effort to secure the best education of which they are capable. It is also true that a small number of our pupils attempt to interfere with the education of their classmates and in extreme cases attempt to assault, threaten or verbally abuse their fellow classmates and teachers. Principals and teachers are reminded that the procedures listed below are the official policy to be followed in all our schools in controlling these pupils:

1. Physical assaults against any teacher are not tolerated and shall result in the suspension of the pupil. When the problem has been solved such children shall not be returned to the original school.

2. A pupil who threatens physical violence shall be removed from the class and a conference held not later than the next day with the parent, the teacher, the guidance counselor and other appropriate personnel. The action to be taken to bring about a better adjustment of the pupil to the school situation shall be considered. Such action may include the following steps, among others.

   (a) Return of the pupil to the class;
   (b) Placement of the pupil in another class in the school;
   (c) Referral of the pupil for counseling or clinical service through the guidance office of the school.

Repeated threats of physical violence will indicate that the pupil may need special help to adjust to the school situation and may require special treatment, including suspension.

3. In keeping with our general policy of attempting to help pupils who are unable to adjust to the classroom situation and of assuring a proper learning environment, a conference on pupils who are continually disruptive should be held by the same personnel as indicated in paragraph numbered "2" above, resulting in such action as may be necessary to maintain the instructional program of the school. This conference may be requested by any of the interested parties, such as the teacher, parent, guidance counselor or principal.

Heads of schools are informed that a small committee has been formed to make recommendations for the further improvement of our disciplinary procedures. This committee will include representatives of the teachers and supervisors and city-wide civic and parent groups.

Very truly yours,

BERNARD E. DONOVAN
Superintendent of Schools

Special Circular No. 33, 1967 - 1968 BOE-14

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF PERSONNEL

October 2, 1967

TO PRINCIPALS OF ALL DAY SCHOOLS, SUPERINTENDENTS,
DIRECTORS AND HEADS OF BUREAUS

Ladies and Gentlemen:

SABBATICAL LEAVES OF ABSENCE
SPRING TERM FEBRUARY 1, 1968 - July 31, 1968

Applications for Sabbatical Leaves of Absence for the purpose of STUDY, TRAVEL, RESTORATION OF HEALTH or REST for the period beginning February 1, 1968 and ending July 31, 1968, must be received in the Bureau of Appointments no later than December 31, 1967.

Principals and other certifying officers are advised to review Special Circular No. 59, 1963-1964, titled "Sabbatical Leave Regulations," which gives detailed information about these leaves.

Application blanks may be obtained from the District Superintendent's Office.

SECTION 1. Sabbatical Leaves of Absenve for STUDY or TRAVEL or RESTORATION OF HEALTH or REST

A. TYPES OF LEAVES:

1. Sabbatical Leave for STUDY

   Applications for sabbatical leave for the purpose of STUDY must be accompanied by a statement indicating the type of study and the number of credits to be undertaken. (Refer to Special Circular No. 59, 1963-1964 for further details.)

2. Sabbatical Leave for TRAVEL

   Applications for sabbatical leave for the purpose of TRAVEL must be accompanied by a proposed itinerary indicating:

   a. That the applicant will travel for at least three months during the period of leave.
   b. The specific places (named) to be visited in the United States or abroad. The approximate length of time to be spent in each place should be included.
   c. The educational and cultural purpose of the trip.

3. Sabbatical Leave for the RESTORATION OF HEALTH

   Applications for sabbatical leave for the purpose of RESTORATION OF HEALTH must be accompanied by a Confidential Medical Form No. 7 prepared by the applicant's personal physician.

4. Sabbatical Leave for REST

Applicants with 14 or more years of service under regular appointments, exclusive of substitute service, may apply for a sabbatical leave for REST.

B. Certification - Leave for STUDY or TRAVEL or REST

All Schools - Elementary, Junior High, Academic and Vocational High Schools.

Applications for STUDY or TRAVEL or REST from teachers, supervisors, et al., must be signed by the principal and the field assistant superintendent before being submitted to the Bureau of Appointment.

C. Certification - Leave for RESTORATION OF HEALTH

Applications for RESTORATION OF HEALTH from teachers, supervisors, et al., must be signed by the supervisors indicated in "B" above. In addition, these applications and Confidential Medical Form No. 7 must be submitted by the applicant or by his personal physician to the School Medical Director, Room 516, for approval.

D. Limitation

Not more than ten (10) percent of the faculty of any school, including special teachers, shall be granted sabbatical leaves during any one term.

E. WITHDRAWAL of Request for Sabbatical Leave for a Valid Reason

The final date for withdrawal of an application for sabbatical leave is January 3, 1968. All such requests must be made in writing to the Bureau of Appointment, and must be approved by the principal and the appropriate assistant superintendent.

In the case of a withdrawal of an application for sabbatical leave for RESTORATION OF HEALTH, the request must be accompanied by a certificate from the applicant's personal physician indicating a change in physical condition warranting resumption of service. Such requests must then be approved by the School Medical Director.

Very truly yours,

Theodore H Lang

THEODORE H. LANG
Deputy Superintendent of Schools

Special Circular No. 19, 1967 - 1968

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

September 14, 1967

TO THE PRINCIPALS OF ALL DAY SCHOOLS

Ladies and Gentlemen:

ELIGIBILITY FOR FREE LUNCHES

Under existing agreements between the Board of Education and the New York City Department of Welfare, school lunches may be served without cost both to children of families receiving public assistance and also to children of families that do not receive public assistance but whose total weekly income from all sources does not exceed the amounts contained in schedules of income established by the New York City Department of Welfare and approved by the New York State Department of Social Welfare.

Effective September 1, 1967, the schedule of family income previously announced as a basis for determining eligibility for free lunches will be superseded by the following new schedules:

Number of Persons in Family	Weekly Gross Income Shall Not Exceed
2	$ 60.00
3	75.00
4	87.00
5	98.00
6	110.00
7	122.00
8	134.00
9	146.00
10	158.00
11	170.00
12	183.00

In determining the children eligible to participate without cost in the school lunch program the formal detailed investigation normally required to establish eligibility for other forms of public assistance is not required; however, the minimum essentials described in the following paragraphs must be observed:

Special Circular No. 19, 1967 - 1968

1. A certification form SL-1, shall be prepared for each child who is to receive school lunches without cost, and shall be kept on file in the school. All the information necessary to complete this form shall be contained thereon. A new certification should be made and a new form filled out and signed for each school year.

2. The responsibility for signing the certification on the SL-1 form described above is delegated to the principal.

3. The school principal may, in turn, base his certification upon data presented by a school nurse, visiting teacher, attendance officer or classroom teacher who has knowledge of the child's condition and of the family's circumstances, and who recommends such child as eligible for participation. An original inquiry through an office interview or home visit or the recommendation of a public or private welfare agency may serve as a basis for certification. In every instance the signed request or consent of the child's parent or guardian should be secured.

Supplies of Form SL-1 will be furnished by the Bureau of School Lunches, 42-15 Crescent Street, Long Island City, New York 11101, upon the request of the School Principal.

Very truly yours,

FREDERICK W. HILL
Deputy Superintendent of
Business and Administration

Telephone call from Meredith Kelly:

1. A delegation from local parents' association called on her with a complaint:

   > Teachers at P.S. 999 are wasting time in school by teaching drawing, music, and playing games. Why don't the children spend more time on reading, writing, and arithmetic?

2. "This is an example of the kind of problem of school-community interaction that I was referring to in my previous telephone call."

3. Ask Principal:

   a) What do you think the problem is?

   b) Do you have any ideas? (Express understanding that he has been on the job only a short time.)

   c) How shall we go about getting information?

Notes:

1. Do not try to identify problem or suggest solutions.

2. Suggest that any ideas the Principal might have would be useful to think about.

3. Be as informal as possible.

4. Give the Principal the definite impression that you are not upset about the delegation coming to see you; this is only a symptom of a larger problem.

Mr. Ednarb calls:

1. A number of teachers have suggested that we start a program of collecting and organizing welfare and community-action information and make this information available to the community.

2. What do you think of the idea?

   Is it worth the time and effort?

   Is there a policy?

   How shall we go about collecting information?

   How shall we disseminate the information?

   How shall we find the time?

Notes:

1. If the Principal vetoes the whole idea or wants to put it off, accept the decision without argument.

2. If the Principal tells you to take care of it, ask for ideas and instructions.

3. If the Principal wants to discuss it over the phone, get his views on relevant issues involved.

Reflections on a visit to Puerto Rico:

My recent visit to Puerto Rico proved to be a very worthwhile and eye-opening experience. I had the good fortune to visit both urban and rural areas of the island.

I would like to mention just a few of the observations I have made concerning the schools in Puerto Rico in contrast to our New York City schools and our relations with Puerto Rican parents.

On the island the school is a very integral part of the community. Because of the nature of the tropical climate, there is easy access to the classrooms and to the school itself by all members of the community. There are no halls for the children to wander around in. This is especially true in the rural areas, where all classrooms open to the outside yard. As a result of openness, there is a great deal of informality as far as extra class movement is concerned.

In both urban and rural areas, the parents have grown accustomed to being allowed to visit the classroom teacher without permission from the principal's office. The physical plant of the schools is such that there are no fences surrounding a school yard and no forbidding brick walls confronting parents. As a result even the parents have a free and easy movement in and out of the school situation.

I was impressed by the fact that most of the children in the various schools wore a uniform type of dress. At each school level a different uniform identified the child's school placement. Within the classrooms there seemed to be an absence of "fooling around." The job of teaching and that of learning was a very serious one. The teachers brooked no outbursts, no tantrums and no signs of laziness. This climate in the classroom seemed very different from that with which we have been accustomed.

I was very much impressed with the fact that parents took great pride in their schools. In one community the school needed a library and the parents donated the materials and labor necessary to give their children this important facility. Finally in talking with parents, I was greatly impressed with their attitude towards education. It seemed to me that the Puerto Rican parents were instilling in their children a respect for authority and the importance of education to both their children and the Commonwealth's future.

Miss MacCauley

(Excerpted from P.S. 999 newspaper.)

Phone call from Mr. Wilson, Principal of P.S. 905:

1. "Kelly called me about the school-community interaction business. Did she call you?"

2. "This seems to be an important issue nowadays. What are you doing about it?"

Notes:

1. Mr. Wilson should let the Principal pump him for information but shouldn't give any. He should continue to ask the Principal how he sees the problem. Try to get an expression of opinion about:
    - decentralization;
    - whether this problem will interfere with administrative duties;
    - how much of a voice the parents should have in issues of personnel selection and retention, curriculum, and school rules.

2. If the Principal asks Mr. Wilson what he has done, Mr. Wilson should say he is still thinking about it.

APPENDIX C

Schedule of Meetings

OPERATION LEADERSHIP
SIMULATION EXERCISE

SPRING 1967

Schedule

Date	Place	Event
Monday, 22 May	N.Y. High School of Fashion Design	Obs Guide Handout
Wednesday, 24 May	N.Y. High School of Fashion Design	Briefing
Monday, 29 May	Brooklyn College, Whitehead Hall Room 207; 9:30 AM	Simulation Exercise A
Wednesday, 31 May	Brooklyn College, Whitehead Hall Room 201; 9:30 AM	Simulation Exercise B
Monday, 5 June	N.Y. High School of Fashion Design	Simulation Debriefing

APPENDIX D

Simulation Exercise Observation Guide

OPERATION LEADERSHIP

Simulation Exercise Observation Guide

Spring 1967

In the following two sessions you will participate in a cooperative development project. You are going to observe a demonstration of an educational technique, called simulation, which has been used successfully to train executives in business and public administration and high level commanders in the armed forces. You will be asked to suggest ways of using the simulation most effectively in the internship program.

What is simulation? It is a technique for representing some aspect of the world in simplified form. When simulation is used for training or educational purposes, some situation or environment is represented so that the learner can behave as if he were in the real situation. You may be familiar with or have used other techniques which are similar to simulation. Some of these are psychodrama(role playing), sensitivity training, the case method, the Link trainer for training airplane pilots, war games, business games. All these techniques have one objective in common: to provide practice in dealing with complex situations where practice in real life might be too costly, too threatening, too dangerous, or too slow.

The following initial objectives have been adopted for the simulation portion of the internship program.

1. To provide practice in problem-solving and decision-making, including information gathering, problem definition, consideration of relevant constraints, consideration of alternative actions and their possible consequences.
2. To provide opportunity for becoming familiar with several styles of decision-making and problem-solving (including, perhaps, your own).

3. To present situations adapted from events which actually occurred in N. Y. C. schools which are of current interest to the principal. (Since none of the situations have any right answers, your responses cannot be evaluated. This may be an asset or a liability of the simulation on which you will be asked to comment.)

You should consider whether these objectives are appropriate and feel free to suggest others.

The Director of the internship program is interested in adapting the simulation method to the unique requirements of prospective principals in the New York City schools and in developing it so that it can be incorporated in the program.

The demonstration you will see is the first step in the developmental process. Your function is to assist in its further development. You will observe the demonstration and comment on its good and bad features in terms of the objectives previously stated. You will be required to provide specific suggestions as to how the simulation can be modified and improved to satisfy these objectives and other training requirements of the future participants in the internship program.

The following list of questions will guide your observation and provide framework for your comments:

Please Answer these Questions on a Separate Sheet
(You need not include your name)

1. Was the information provided in the briefing sessions adequate to prepare you for the simulation? How should the briefing be conducted in the future?
2. Comment on the following aspects of the exercise as regards how they affect simulation as a learning experience:

(a) Compressed time;

(b) Communication restrictions, for example, the fact that all phone calls by the principal must be made through his secretary;

(c) Restrictions on the kind of actions that the principal can take, for example, the fact that he cannot leave his desk, cannot engage in face-to-face discussions with his staff, cannot "go out into the halls," and must give explicit directions when he wants something done;

(d) The fact that there are no "right" answers;

(e) The fact that there is no evaluation.

3. Comment on the post-exercise discussion as a learning situation. Discuss the technique of having a panel observe the exercise and then participate in the discussion. How should the discussion be conducted? Who should participate? How should it be structured?

4. How should simulation exercises be used in the future internship program? What percentage of the program should be allocated to simulation exercises?

5. Any other comments.

APPENDIX E

Panel and Observer Logs

OPERATION LEADERSHIP

SIMULATION EXERCISE

SPRING 1967

Panel Log

You are a member of a Panel who will observe the exercise and participate in a post-exercise discussion. During the exercise, put yourself in the place of the Principal and consider how you, personally, would respond to each of the events that occurs. Use this log to take notes (they will not be collected). Your role in the discussion is not to evaluate the Principal's actions but to exchange information about how each of you perceived what was going on and to discuss alternative actions and their possible consequences.

OPERATION LEADERSHIP

SIMULATION EXERCISE

SPRING 1967

Observers Log

Please use this log to take notes during the exercise and the post-exercise discussion. You may then use your notes to answer the questions asked in the Observation Guide. When you answer the questions, please indicate whether you are referring to events which happened in Session A or B, where relevant. These logs will not be collected.

APPENDIX F

Answers to the Observation Guide Questionnaire

ANSWERS TO THE OBSERVATION GUIDE QUESTIONNAIRE

(The numbers in parentheses refer to number of responses)

Question No. 1: Was the information provided in the briefing sessions adequate to prepare you for the simulation?

Comments:

Inadequate as regards past uses of simulation and how simulation would be used in internship program. (3)
Inadequate as regards nature of participation. (3)
Not enough time to ask questions. (3)

Suggestions:

Use examples of use of simulation in previous studies. (3)
Use audio-visual aids. (2)

Question No. 2: Comment on the following aspects of the exercise as regards how they affect simulation as a learning experience:

a. Compressed time

Comments:

The use of compressed time is unrealistic; it forces the principal to engage in immediate action without giving him time to make considered judgments. (5)
Compressed time factor lends a forced, strained atmosphere to the scenario. (1)
Compressed time presented unrealistic complexity to the exercise because of poor briefing. (1)
With experience, subject's pacing became more realistic. (1)
The number of inputs were not a problem; they did not call for any immediate decisions. (1)
The compressed time factor does not affect any experiences adversely where input load has been studied and calibrated. (1)

Suggestions:

A more comprehensive briefing should be provided for the subjects. Subjects should have fewer critical events to react to, and more time in which to complete the exercise.

b. Restrictions on Communications

Comments:

Restrictions were unrealistic. (5)
Restrictions were not too limiting. (3)
There was too stringent a limitation on communication. (1)
The principal was not restricted; he was able to contact anyone through his secretary. (1)

Suggestions:

The principal should be able to deal with some situations on a personal (face-to-face) basis. (1)

c. Action Restrictions

Comments:

Unrealistic. (5)
Unrealistic, particularly in terms of gathering data. (1)
Unrealistic and impractical: of interest, however, was the emergence of various attitudes and types of behavior, despite the restrictions. (1)
Restrictions set some limitations; the simulation, however, still had value. (1)

Suggestions:

The scenario should provide for some face-to-face discussion with someone other than the secretary.

d. No right answers

Comments:

There may not be "right" answers but there are "preferred" answers. (2)
There are "right" answers that result in beneficial actions and there are "wrong" answers that bring poor results. (2)
There should be a manner or method of judging performances. (1)
This was one of the strengths of the project; it gives observers insight into valid behavior patterns of the principal. (1)
This method or approach is fair and correct because we all approach problems in different ways. (1)

Suggestions:

Some attention should be given, in the evaluative phase of the exercise, to a consideration of the possible results of the answers given by the principal (subject). (2)

e. No Evaluation

Comments:

The evaluation was carried out by the panel. (4)

The learning situation should be evaluated in terms of one's own progress, and in comparative terms for each participant's own performance. (2)

The knowledge that the performance was to be evaluated could have been psychologically harmful to the subject. (1)

Everyone was subconsciously evaluating everything that was done by the subject. (1)

The fact that there was no evaluation nor no right answer left the subject free to behave as he would have in an actual situation. (1)

The panel leader asked questions which led to evaluative statements by the panel. (1)

Suggestions:

All of the interns rather than just the panel should have participated in the group discussion. (1)

The interns should be given the opportunity to view an analytical playback of each situation. (1)

Question No. 3: Comment on the post-exercise discussion as a learning situation.

Comments:

Needed: greater discussion by the entire group. (5)

There should be an analysis of each situation or critical event, piece by piece. (2)

What is needed is more discussion that evaluates the behavior of the principal (subject). (1)

This was too vicarious an experience; the observers were left out entirely. (1)

The post-exercise discussion was not directed towards a discussion of the technique (the how) of decision-making, but rather toward an evaluation of the decisions of this subject. (1)

The choice of a discussion leader is crucial. (1)

The discussion should not be too rigidly structured. (1)

Suggestions:

There should be a clearer distinction between the discussion of the simulation as an exercise and a discussion of the problems identified. (2)

The varied actions which took place should be evaluated in terms of a set of priorities. (2)

The discussion leader should avoid using labels. (1)

Question No.4: How should simulation exercises be used in the future internship program? What percentage of the program should be allocated to simulation exercises?

Comments:

Simulation appears to be a useful and effective device. (5)

Simulation should be used more frequently. (2)

More problems "in depth" should be added. (2)

More "subjects" should participate. (2)

The need for this kind of program is questioned. (2)

Future programs should deal with "decision-making theory." (1)

Simulation has more potential as an evaluative device. (1)

Simulation should not be used to rate potential candidates for an administrative position. (1)

Time Allocation:

One session a month. (1)

Ten per cent to 15% of program. (1)

A two-week period out of a 20-week internship. (1)

Two or three during the course of the internship. (1)

One-third of semester time and one-third of program time. (1)

Question No. 5: Any other comments?

Comments:

No need seen for the use of closed-circuit educational television. (3)

The simulation exercise appears to be a stimulating experience. (2)

There is a real need for the more active involvement of the observers (those who did not participate in the discussion exercise). (1)

There is a need to watch other subjects in action. (1)

There should be more face-to-face meetings in the principal's (subject) office. (1)

All participants should receive copies of all materials which they can keep. (1)

Ethnic labels (Ginsberg) should not be used. (1)

More experienced principals should be utilized in the panel discussion or comprise a separate panel by themselves. (1)